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AUTHOR	Lockwood, Dana; Donis-Keller, Christine; Hanlon, Ellie; Wang, Lihua; Weinstein, Meryle
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ABSTRACT

In 2001, the Institute for Education and Social Policy was awarded a grant to evaluate the Cornerstone K-3 national literacy initiative. The evaluation for September 2001 through November 2002 focused on all four Phase I districts (Cleveland, Ohio; Jackson, Mississippi; Talladega, Alabama; Trenton, New Jersey) and two Phase II districts (Bridgeport, Connecticut and Greenwood, Mississippi). At the end of this first evaluation year, researchers had conducted 78 interviews (20 comparison school personnel, 11 Cornerstone staff, and 47 Cornerstone site members) in 6 sites. Integral to the Cornerstone model is the role of coaches, usually two at each school, who are responsible for most of the professional development and information dissemination work. Interview respondents agreed that Cornerstone is having a strong effect on coaches. Principals in the program have demonstrated support for the initiative by meeting with coaches and the "critical friends" who serve as outside coaches of the coaches. District strategy managers carried out a range of roles in Cornerstone districts in addition to their Cornerstone responsibilities. In general, participants were pleased with the professional development offered as part of Cornerstone, and school personnel felt that the level of hands-on support provided by Cornerstone is both unique and necessary. The Cornerstone asset mapping process was considered useful by coaches and most teachers. Also evaluated highly were the book study, demonstration lessons, and meetings Cornerstone supported. Coaches found the Cornerstone assessments to be useful tools for student evaluation. Findings show the potential for expansion of the Cornerstone program. Most participants thought that Cornerstone was helping their schools move in the right direction, although there was recognition that measurable change frequently takes time. Survey responses of 201 teachers were in general agreement with the interview responses. Student achievement results were encouraging, although most students in Cornerstone schools have not yet been exposed to Cornerstone teaching. Four appendices contain study instruments and a discussion of program and comparison schools. (Contains 12 tables and 17 figures.) (SLD)

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First Year Evaluation Report for the Cornerstone Literacy Initiative

Prepared by
Dana Lockwood, Project Director
Christine Donis-Keller, Data Analyst
Ellie Hanlon, Project Coordinator
Lihua Wang, Data Coordinator
Meryle Weinstein, Data Analyst

Norm Fruchter, IESP Director

Researchers
Patrice Iatarola
Deinya Phenix
Dorothy Siegel

INSTITUTE FOR
Education and Social Policy

Steinhardt School of Education • New York University
726 Broadway, 5th Floor • New York, NY 10003-9580
Tel: (212) 998-5880 • *Fax*:(212) 995-4564 • *email*:iesp@nyu.edu • www.nyu.edu/iesp

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In September 2001, New York University's Institute for Education and Social Policy (IESP) was awarded a grant to evaluate the Cornerstone K-3 national literacy initiative. Our evaluation this past year focused on all four Phase I districts -- Cleveland, Ohio; Jackson, Mississippi[1]; Talladega, Alabama; and Trenton, New Jersey; and two Phase II districts -- Bridgeport, Connecticut and Greenwood Mississippi.[2] This report summarizes our findings from the first year of the evaluation, September 2001 through November 2002.

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[1] At the outset of the evaluation, it was decided that Watkins Elementary School in Jackson, Mississippi (one of three Cornerstone schools in the district) would not be included in the evaluation, because it is funded by an outside source.
[2] Phase I schools began their implementation of Cornerstone in 2000-2001. Phase II schools began their implementation in 2001-2002.

DISTRICTS TO BE EVALUATED

The Institute originally was asked to evaluate the four Phase I districts as well as Philadelphia (a Phase II district). This fall, IESP negotiated with Cornerstone to include an increased number of districts in our evaluation. It was decided that the Institute would evaluate four Phase I districts (Cleveland, OH; Jackson, MS; Talladega, AL; Trenton, NJ), two Phase II districts (Bridgeport, CT; Greenwood, MS), and three Phase III districts (Dalton, GA; New Haven, CT; Springfield, MA). In November, the final decision was made that one Phase II school district (Philadelphia, PA) would not be included in the evaluation.

EVALUATION DESIGN

To make it possible to assess the implementation and outcomes of Cornerstone in all nine districts, the evaluation was re-shaped to accommodate the increased workload. We will now have two different stages of our evaluation—an *initial stage* and a *follow-up stage*. In both stages of the evaluation, we will collect student-level and school-level demographic and achievement data to assess the outcomes of the Cornerstone schools.

Initial Stage	Follow-up Stage
• Interviews with all coaches	• Interviews with all coaches
• Interviews with the Cornerstone principals	• Expanded survey of the Cornerstone principals
• Background surveys from the coaches and Cornerstone principals	• Background surveys from the coaches
• Interviews with the critical friends	• Survey of critical friends
• Interviews with the district strategy managers	• Survey of district strategy managers
• Interviews with a principal and teacher in each of the comparison schools	• Interviews with a principal and teacher in each of the comparison schools
• Online survey of all the teachers in the Cornerstone schools	• Online survey of all the teachers in the Cornerstone schools
• Interviews with the Cornerstone staff	• Interviews with the Cornerstone staff • Interviews with one or two 4th grade teachers in each Cornerstone school

The initial stage of the evaluation has been completed in the Phase I and Phase II districts, and will be completed this spring in the three Phase III districts. The table above indicates the details of each stage of the evaluation. In spring 2002, we carried out the initial stage of the

evaluation in the Phase I districts and Philadelphia. In fall 2002, we implemented the initial evaluation in the Bridgeport and Greenwood districts, asking questions about the 2001-2002 school year.

The follow-up stage of the evaluation, a scaled back version of the initial stage, will be conducted in each district after we have carried out the elements of the initial stage of the evaluation. The coach interview and survey will remain the same in this second stage, as will interviews with Cornerstone staff and the online teacher survey. But instead of hour-long interviews with all the Cornerstone participants, the follow-up stage will include a survey of the district strategy manager, a survey of the critical friend, and an expanded survey of the Cornerstone principals. This spring we will be conducting the follow-up stage of the evaluation in the Phase I and Phase II districts.

CORNERSTONE INTERVIEW DATA

The NYU team collected interview data in spring 2002 from Phase I schools in Cleveland, Jackson, Trenton, and Talladega, and in fall 2002, from Phase II schools in Bridgeport and Greenwood. At the end of the first evaluation year, the NYU team had conducted 78[3] interviews (20 comparison schools personnel, 11 Cornerstone staff, and 47 Cornerstone site team members) in six sites. The 47 interviews with site team members included the Cornerstone network of coaches, principals, critical friends, and district strategy managers. Unique interview protocols were developed for each group within the Cornerstone network to specifically address their area of expertise. All protocols contained questions about school and personnel selection, professional development and training, implementation of the Cornerstone program, assessments and use of assessment data, the impact of Cornerstone, and challenges to successful program implementation.

Interviews were conducted with principals and teachers in comparison schools at five of the six sites (the district of Cleveland did not grant approval to interview comparison school staff until after the 2001-2002 school year). Twenty comparison school principals and teachers were asked about comprehensive school reform models in their schools, alternative literacy programs, literacy focused professional development, assessment, and their awareness of Cornerstone.

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[3] This number reflects interviews conducted with site team members in six sites only. As reported in the interim report, interview data were collected from Philadelphia site team members, but are not included here.

In summer 2002, interviews were conducted with 11 Cornerstone staff members who work directly with practitioners in the Cornerstone schools. Interview questions focused on the interaction between Cornerstone staff and schools, background and development of the Cornerstone initiative, challenges related to implementation, and impact and success within Cornerstone schools.

The interview data have been compiled into QSR NUD*IST, a software program that assists in the analysis of qualitative data. Data were analyzed using a coding scheme developed from open coding by the research team. Once the coding categories were established, each interview was coded by two team members to assure consistency.

The Cornerstone coaches and principals also took part in a brief survey before they were interviewed. The survey asked about their background and level of experience, and explored the frequency of Cornerstone activities such as book study groups and demonstration lessons. These data are compiled in an SPSS database.

Establishing Cornerstone Districts and Schools

One of the initial tasks of our evaluation was to understand how the districts and schools participating in the Cornerstone initiative were selected. We interviewed both Cornerstone site team members, as well as Cornerstone staff, about their perspectives on the process of selecting districts and schools to participate in Cornerstone.

According to interviewees, the process of selecting districts and schools was in many ways unique to each setting. Staff explained that their initial leads came mostly from professional connections and recommendations, "A combination of personal knowledge, networking, and a desire to represent a geographic spread and to work with areas of great need." Selection criteria for districts included financial need, receptive leadership (superintendent and principal), majority staff interest (faculty must vote on whether to participate) and geographical representation (North, South, urban, and rural). Districts that were recommended and subsequently contacted by Cornerstone were reported to share a common thread of having stable and "visionary leadership." Ultimately, Cornerstone staff made visits to schools and districts and consulted with district personnel to determine their "readiness" and "potential."

According to Cornerstone staff, as word about the initiative has spread, a number of school districts are contacting Cornerstone to explore possible collaboration. Some staff expressed concern that the current method of identifying districts could miss ideal districts, and might not develop a

geographically diverse portfolio. One staffer explained, "We don't want to advertise all over the country, but we are concerned that there are districts that may be perfect but we don't pursue [them] because we don't know they are there." In terms of geography, staff explained that limiting the work to the northeast and the south was motivated, in part, by a desire to keep the districts close enough to cluster for collaboration and for regional meetings. "We wanted to be a network, but didn't want the network to be too dispersed to connect with them and connect with each other." As part of expanding Cornerstone, several staff mentioned their desire to include a Native American school in the coming year.

While most districts selected the schools with the highest poverty levels and lowest reading scores to adopt the Cornerstone model, in one district, because the lowest performing schools had already adopted other comprehensive school reform models, the next lowest performing schools became part of Cornerstone.

Cornerstone Site Team/Network

Selection

The Cornerstone site team in each district typically involves eleven people: the superintendent, district strategy manager, critical friend, the principal, two coaches, and a parent representative from each school. The district strategy manager and the critical friend were selected at the district level; all the district strategy managers were chosen by their district superintendents. Cornerstone staff wanted the strategy manager to be "Someone who has the superintendent's ear," someone "Empowered" to approach the superintendent whenever something was needed. Two of the district strategy managers are assistant superintendents, and all of them have been involved in professional development in their district.

Critical friends were generally chosen by Cornerstone staff with input from the district strategy manager and principals. They are paid by Cornerstone and work half time. As originally conceived, the critical friend was to be someone independent of the school district. However, the majority of the current critical friends have had previous relationships with the district (though most are retired or retiring from official district posts), and have backgrounds in literacy or in school administration. Cornerstone staff explained that "In small districts the pool of candidates was so small we needed the help of the districts to find someone." Cornerstone has revisited their ideas

about the essential prerequisites for becoming a critical friend and now emphasize knowledge of the district.

Cornerstone schools had to choose the coaches (each school has two). Though the selection method varied across schools and districts; coaches were typically chosen through four processes: by volunteering for the position, by being nominated by other teachers in the school, by being selected by the principal or by some combination of these three methods. When there was turnover, replacement coaches were most often identified by the principal.

While most of the coaches were recruited from existing school faculty, in two cases coaches came into their schools from outside. In one case the district advertised the coach position district-wide to widen the possible pool, and in the other, there was a convergence of need (they were seeking a replacement coach) and experience (a new hire had a suitable background). Selecting the appropriate candidates was a challenge. A district strategy manager explained:

> Coaches were a tough selection. We wanted teachers to select them, but we didn't want it to be based on popularity. We wanted it to be that they could communicate and they had a sound instructional base. And we needed someone who was willing to travel, who wants to learn and who would want to work on literacy practices. A lot of our people don't want to travel, especially by airplane. So they were selected by their peers but with those restrictions.

Cornerstone staff are committed to coaches being selected democratically at the school level -- "We now insist that the faculty are involved" -- but it is not yet the norm among all Cornerstone schools.

Site Team Roles and Composition

According to our interviews, the roles played by site team members have evolved over the life of the project. The Cornerstone Tool Kit, developed for the 2002-2003 school year, contains both written role descriptions and "conditions for success" for each role, offering school districts guidance in developing their programs. However, in the first two years of the initiative, school personnel and Cornerstone staff alike were offered limited role descriptions and assisted in defining their own roles.

Coaches

Based on interviews and the pre-interview survey, there is no typical coach. Among the 24 coaches, half (47.8%) have been teaching for five or less years in their current school. However, the

coaches' overall teaching experience ranges from two to 32 years (average of 16.6 years), including their teaching experience at other schools. Coaches were evenly distributed across grades K-2 (26% in each) with fewer teaching third grade (13%). Before becoming coaches, most were primarily classroom teachers who took on the additional assignment as coach. Seven of them had a specific reading/language arts or other specialist designation. Although the method of selecting coaches varied by site, more than half the coach pairs (8 of 12 or 67%) had a difference of more than ten years of experience between them. In the other cases (4), the difference in experience between coaches was five years or less.

Coaches are responsible for most of the Cornerstone professional development. In most schools, coaches moderate book study groups, provide demonstration classes, observe and model in colleagues' classrooms, and administer Cornerstone assessments. They participate in the asset mapping process, leadership team meetings, and parent events, attend videoconferences, go on school reviews, meet with critical friends, and communicate frequently with their principals about the Cornerstone initiative. Coaches also present the Cornerstone philosophy and activities to faculty in upper grades and in district staff meetings, and some have extended their classroom work to upper grade classes.

The most common way coaches divided their time was to spend a half day in their own classroom and a half day working on Cornerstone activities throughout their building. Schools themselves resolved issues of relief coverage for coaches for the second half of the day. In some schools, this proved difficult -- the work of coaches in several schools was initially slowed by the lack of relief support. Given the range of responsibilities, many coaches encountered difficulties in managing their time, and found it hard to balance the time to work with other teachers and the time to fulfill their Cornerstone obligations of facilitating meetings and other consultations. One coach confessed that "[Managing Cornerstone responsibilities] is difficult, it's something I'm learning to manage, [but] it's hard to prioritize." Coaches were sometimes concerned that too much of their time was spent administering assessments.

Coaches seemed to have the most difficulty navigating the day-to-day responsibilities of their new positions, which some attributed to the absence of clear guidance and expectations. As one coach indicated, "Training to be a coach is necessary. I think Cornerstone didn't want to box us in so we would have the ability to adapt to our different settings, but it's really hard. There was obvious frustration -- they gave us some parameters, but not enough." Training for coaches was provided at Cornerstone meetings (summer institute and regional meetings), and on an ongoing

basis from critical friends, as well as through videoconferencing and visits from Cornerstone staff. At the end of the 2001-2002 school year, five (28%) of the original coaches had been replaced since the start of the initiative for personal and/or professional reasons. One Cornerstone staff suggested that in some cases, "People say they want to be a coach and realize it's too much work or it's not within their capacity."

One clear challenge that surfaced in our interviews was coaches' feeling that they lacked the authority to ask other teachers to carry out Cornerstone activities and had difficulty gaining acceptance of their role from other faculty. A coach explained that "As soon as we got pulled out of the classroom, we lost credibility." Coaches felt that they needed validation and support for their work from principals, critical friends, and Cornerstone staff. Interviews indicated particular difficulties for young coaches working with older teachers: "They are inexperienced and also afraid to stand up to the older teachers."

In addition to help in establishing credibility, coaches felt they needed more guidance in working with adult learners, and specific help in addressing, as one coach put it, "How do you get people to change?" Coaches overcame some of these difficulties by developing an explicit strategy. "Some of the resistant teachers are giving in -- it's all in how we approach them. We try to make them feel comfortable." In several districts, coaches, critical friends, and teachers are reading texts specifically geared toward how to coach adults. Critical friends and Cornerstone staff have helped coaches and teachers develop their capacity as mentors, by modeling relationships and through direct instruction, but specific training in this area remains an issue.

Overall, interviewees reported that Cornerstone is having a strong effect on coaches, both professionally and personally. One Cornerstone staff explained that the initiative has "Created tremendous leadership in coaches. Many of them made the first presentation of their lives as a Cornerstone coach and [they] have really grown." Coaches themselves feel challenged but also excited. "I'm really enjoying the opportunity to be part of this, I've grown more than I expected."

Principals

Based on information gathered from the pre-interview survey, among the 12 principals who participated, 75% (9) had been principal of their school for five or less years. For 58%, this is their first principal appointment. Principal experience ranged from 23 years to one year at a school, with an average of 7.3 years. Of the 12 principals of Cornerstone schools, at the end of the 2001-2002 school year, two have left.

Principals actively participated in Cornerstone activities and provided a high level of support for the initiative. Principals served as the initial Cornerstone contact when participation discussions were initiated, and they still serve as an important conduit of communication for Cornerstone staff. Principals were responsible for deciding how schools would select coaches (whether by staff election or by fiat), and they were critical to making time available in school schedules for Cornerstone meetings and other professional development opportunities.

Principals demonstrated their support for the initiative by meeting regularly with coaches and critical friends, participating in study groups, and observing literacy blocks. Principals also networked with other district principals to present their Cornerstone work. In some districts this has generated interest among other schools in adopting the Cornerstone model.

All those involved in the initiative saw the principal's support as critical to successful implementation. One coach explained, "Without principal support, success would be hard to come by. [Other teachers] know [the principal] wants them to do this and that gives us credibility." While some coaches felt that their principal's hands-off policy indicated trust, other coaches felt that principals should participate in all Cornerstone activities to validate their work. A coach explained, "Teachers would feel better if the principal was more included. [The principal] wants it to succeed [and] supports us 100%, but doesn't go into classrooms, doesn't read with us -- people in the building don't know she's supporting it."

The sheer volume of work principals took on, and in many cases, their relative newness in the position, led Cornerstone to reconsider its strategy for collaborating with principals. According to Cornerstone staff, the original Cornerstone plan of working from the classroom outward did not keep the principals connected enough. By assigning a staff person to directly mentor and work with principals in 2001, Cornerstone has set out to help principals develop into instructional leaders in their schools.

Critical Friends

Critical friends in each of the six districts have had long-term relationships with their school district. All have a background in literacy, administration (former principal or assistant superintendent), or both. During periods of coach transition, critical friends ran study groups or facilitated other Cornerstone activities to sustain momentum. Of the six critical friends we interviewed, three (50%) were midcourse replacements at the end of the 2001-2002 school year.

Cornerstone critical friends fulfilled a variety of roles. As described by one coach, critical friends are "the coaches' coaches." In all but one district, critical friends met with coaches on a

weekly basis. Their discussions usually focused on which teachers were progressing, and which teachers needed more support. The accessibility of critical friends was important to coaches, and many of them cited their reliance on frequent e-mails or telephone communication with their critical friends whom they described as "on call." Critical friends had, overall, less direct, scheduled contact with principals, though in one district, the critical friend served as a mentor to the principal.

Critical friends typically spent one full day each week in each school, meeting with coaches and principals and observing in classrooms. They observed demonstration classes and modeled instruction for colleagues. All the critical friends had attended book study groups, and several of them attended regularly. Critical friends participated in leadership team meetings, conducted additional workshops at the schools, and, in most cases, facilitated the asset mapping process. They also reviewed the assessment process with coaches, and in two schools where coaches had left, the critical friend assisted in administering the Cornerstone assessments.

Although most critical friends were known by school personnel because of their district roles, they employed a careful strategy in their approach to the schools. One critical friend explained, "I see my position as a supporter. I always ask the principal's permission so as not to usurp his or her authority." As a way of inviting more teachers into the initiative, and to "make teachers comfortable," one critical friend held meetings at home for teachers. In addition, some critical friends have reached out to upper grade teachers to introduce the Cornerstone philosophy.

District Strategy Managers

The six district strategy managers carried out a range of roles within their districts, in addition to their Cornerstone responsibilities. All were administrators in areas such as staff development, curriculum and instruction, or early childhood education. Critical friends were the main source of information for district strategy managers, and all met with critical friends at least once per month, though they were often in more frequent contact by e-mail or phone. District strategy managers had the most direct access to superintendents, and were responsible for keeping them apprised of Cornerstone's progress. All but one district strategy manager had routine contact with their superintendent, through regular meetings or informal conversations.

While they all visited the Cornerstone schools at least monthly, some district strategy managers felt that they should visit more frequently. They had all observed literacy blocks in their schools. District strategy managers participated in school reviews in other Cornerstone districts, and most reported having frequent contact with Cornerstone staff. At the conclusion of the 2001-2002 school year, five of the six district strategy managers remained in place.

Analyzing the Interview Data

Our goals in conducting the interviews were to illuminate the variation in strategies that schools are using to implement Cornerstone, to identify the issues schools have faced in implementing the initiative, to explore the processes of change occurring in the schools as a result of Cornerstone implementation, and to assess both how deep and how widespread that change is. Accordingly, the interview data were analyzed to focus broadly on the following three areas:

- **Professional Learning**: Participants' perceptions of the various Cornerstone professional development components such as study groups, video conferencing, Cornerstone meetings, assessments, modeling and mentoring, and how the components are being implemented.

- **Challenges**: Participants' perceptions of the challenges to successful implementation of Cornerstone within the larger educational context (district or state), within the school, and between Cornerstone and the schools. Our analytic focus was particularly on communication between administrative levels, definition of roles, issues of time allocation and competing priorities, levels of support, turnover, and resistance to change.

- **Impact**: Participants' perceptions of the impact of participation in the Cornerstone initiative on school and classroom culture, teacher practice, and student performance.

Professional Learning

According to interviews, professional development is infused into every activity and relationship within Cornerstone. Cornerstone's basic commitment is that professional development is an everyday, ongoing effort and should develop from within the school. Through reflection, reading, demonstrations, modeling, and critical thinking, teachers should become their own best professional developers.

Site team members are generally pleased with the professional development offered as part of the Cornerstone initiative, and particularly the involvement and accessibility of Cornerstone staff. School personnel felt that the level of hands-on support provided by Cornerstone is both unique and quite necessary, given the complex work required of the schools.

Some interviewees felt that their direct involvement with Cornerstone sustained the initiative in their schools, and expressed anxiety that the initial energy and effort would be hard to maintain as Cornerstone expanded into additional schools and districts. Several coaches and principals reported that though Cornerstone's presence in their schools seemed to be decreasing, they still needed the support and the validation that visits from Cornerstone staff provided. A coach explained, "It is

really important to have the Cornerstone staff come to our school to validate the stuff we are bringing back" so that teachers can "Hear it from Cornerstone as well as from us."

According to our interviews, Cornerstone's effectiveness is based on the nature of how support is provided. "They don't come in and tell you what to do, but rather provide us with support, school reviews, regional meetings, summer institutes, continual monitoring, and constant support and resources. [They] don't just give you stuff and tell you to do it without support."

The following sections assess how specific components of the Cornerstone program – asset mapping, school reviews, demonstration classes, leadership teams, book study groups, videoconferences, and Cornerstone meetings – are being implemented, to analyze how Cornerstone is working in participating schools.

Asset Mapping

The asset mapping process was implemented by Cornerstone to help schools identify their strengths and to establish "goals for student learning, the practice of teaching, and the learning of the community as a whole" (Cornerstone Tool Kit). Cornerstone recommends conducting asset mapping at the beginning and end of the school year, with monthly faculty updates.

All the schools reported conducting asset mapping with their whole faculty during the first year. Although some schools chose to continue to pursue the goals set out in the original asset map, all but one of the Phase I schools went through the mapping process again in their second year. There was consensus that mastering the asset map takes time; many coaches reported that it "made more sense" in the second year. Maps were posted in a prominent location in each school, and principals and coaches reported frequently reminding staff about the map. Although faculty at many locations had to be "Coaxed" into updating the map in the first year, because "It wasn't something they did naturally," it now seems better integrated into teachers' routines.

Overall, coaches felt that asset mapping was useful because it involves the whole school in establishing goals and reflection. One coach explained, "I thought it was interesting to see, collectively as a staff, what we thought of the school and students and where we were." The focus on concrete goals appealed to the majority of interviewees.

The few critics of asset mapping felt that the process was redundant, duplicating work done under other school reform models employed in their schools. Others felt that elements of asset mapping were confusing, and that the parameters were so broad that faculty became overly ambitious about the number of goals they chose to pursue. Finally, it took time to help faculty

understand how to use asset maps. Principals seemed more skeptical about asset mapping than other site team members.

Many of those interviewed found the *process* of asset mapping most helpful. A coach reported, "I think it's useful...the discussion we had while we were doing it was good, but now that we have the goals, [the other K-3 teachers] don't see the significance." The process of asset mapping seems to have encouraged teachers to reflect on their practice and confront their expectations. A critical friend described a situation common in other schools: "In the fall, the teachers felt like they were doing a very good job and working very hard, putting out their best, and the students weren't cutting the mustard. Of course when the map is done, you say if we are doing all of this, what is going on? So it is a real eye-opener."

Book Study

Study groups were regularly convened in all 12 Cornerstone schools, and they were identified as one of the most popular Cornerstone components. One interviewee said, "The teachers choose to come to study group over other [school and district-provided] professional development." In one district, the book study was taken up by the non-Cornerstone schools, and teachers in these schools read the same books as the groups in the Cornerstone schools.

Book study groups are configured differently in each school in terms of content, facilitation, participants, and schedule. Most schools read books recommended by Cornerstone, such as *Mosaic of Thought* or *Strategies that Work*. Book study groups offered teachers the opportunity not only to reflect on the texts, but also to discuss and explore the Cornerstone literacy framework. For many teachers, especially upper grade teachers, the study groups might have been their only opportunity to connect with Cornerstone, and coaches reported that the participation of upper grade teachers increased awareness of Cornerstone throughout the school.

The frequency and timing of book study groups differed in each school. Book study groups were held either as part of regularly scheduled meetings such as grade level meetings, faculty meetings, and staff support meetings, or they were held during after-school sessions. Book study groups seem to have been held on a more frequent basis (weekly or biweekly) at schools where they were part of regularly scheduled meetings.

There were various levels of participation in the book study group, but the challenge was to get teachers on board. Book study groups were typically facilitated by one or both of the coaches. At schools where attendance was voluntary, coaches worked to attract more teachers, and at schools

where attendance was mandatory, the challenge was to get teachers to read the material. Critical friends and principals also attended study groups in some schools. Principal involvement was cited as an important factor in validating the work, and many coaches wished that principals were able to attend more frequently.

Coaches reported that the feedback on book study groups was overwhelmingly favorable: "[It is] the best part of the initiative and the favorite thing of all teachers." "Teachers are very involved and find it useful." Coaches found that it was a place to "Talk about the strategies we would be working on; it was a good opportunity to share and talk about things we have tried." And another reported: "I think it's one of the things that teachers enjoy most. It is practical knowledge. Teachers are finding more books to read based on our reading." Finally, according to our interviewees, the book study groups have had a demonstrable impact on classroom performance. One person observed that, "I know that teachers who are coming to book study are doing Cornerstone practices."

Demonstration Lessons

Coaches in all schools reported conducting demonstration lessons for K-3 teachers, and most did such lessons once or twice per week. These demonstrations were generally well received, and interviewees felt that they were helpful in promoting an understanding of Cornerstone concepts and strategies. Demonstration lessons were conducted in coaches' classrooms with invited teachers, or in colleagues' classrooms. Teachers reacted to demonstration classes differently, even within the same school; coaches reported that while many teachers were receptive, others were resistant. Coaches made efforts to involve skeptics, but in most cases, they did not attempt to force demonstrations on resistant teachers. As a result, they tended to work with teachers who were perceived to be "open to change," with the hope that others would come around when they saw the positive impact Cornerstone had. Conducting these sessions with other teachers' students was perceived to be particularly valuable and convinced teachers of the practicality of the Cornerstone work.

Demonstrations were also conducted by visiting Cornerstone staff during site visits, and, according to coaches, these visits lent legitimacy to coaches' daily efforts. Critical friends, in some districts, provided demonstrations lessons as well.

Cornerstone Meetings

Cornerstone offered off-site professional learning opportunities for school personnel several times throughout the year, such as the annual summer institute and other regional meetings. Principals, coaches, and critical friends offered positive evaluations of these meetings. Many felt that the biggest benefit of these events was the opportunity to gain a deeper understanding of the elements of Cornerstone and to foster the creation of a community of those involved in Cornerstone.

These training events helped mitigate confusion over the literacy framework, and provided site teams the opportunity to work together intensively and to strategize about their schools. However, a few coaches felt that too much information was provided at these gatherings. A coach explained, "All of the training was in the summer before we started it [in our school]. It was overwhelming and confusing because until we actually did the practices that Cornerstone was explaining to us, we didn't understand them."

Videoconferencing

Coaches and principals reported participating in videoconferences once or twice a week. Coaches and principals were, in general, pleased with the videoconferences; the format allowed them to network and meet with schools in other Cornerstone districts. The content of videoconferences ranged from book discussions to how to assess and build on students' work. Principals and coaches generally felt that the videoconference were valuable because "[It's] wonderful to be able to have questions answered immediately." Some schools experienced difficulties with videoconferencing equipment, but the biggest challenge was scheduling. One coach suggested using videoconferencing to conduct demonstration classes until a Cornerstone staff member is able to come to the school.

School Review

The school review process occurs annually and examines all aspects of the Cornerstone implementation at the school site: teaching and learning practices, student learning, and the school as a learning community. A team of peers from other Cornerstone schools, as well as Cornerstone staff, conduct the school reviews. During the reviews, some Cornerstone site team members and staff members are being trained to lead future school reviews.

The Cornerstone school review process was viewed favorably by most of these interviewed, whether they worked at the school or district level, or were involved as a Cornerstone staff member.

One district strategy manager said, "I loved the process. I think it's a great way to give feedback to schools in a positive manner. [It's] great for reviewers too—they learn a lot about what should be going on in their schools." A principal explained, "We used them to write our academic achievement plan. We went through a district review as well [and] hated it. Staff were critical of the results, but the staff really liked the Cornerstone review process." Principals and coaches found the results of the review useful because it helped inform their practice and planning.

School reviews are designed to ask hard questions. In a few schools, coaches and other school staff were critical of the reviewer's high expectations of what should be occurring at classroom and school levels, regardless of how recently Cornerstone had been introduced. One coach said that while the feedback was useful, reactions to the recommendations asked: "How can we do that when we just started [in the initiative]?"

Cornerstone staff were pleased with the school review process. While many found the reviews a grueling process, they believed that they add tremendous value to their own work. One staff person said, "It gave me a chance to get to know a school and understand what I can do in a school." Another said, "It makes me a better Cornerstone employee and professional developer. [The] best thing about the review—they let other people see what is going on in the Cornerstone network. [It] serves a valuable role in professional development."

Leadership Team

The Leadership Teams developed in each school are conceptualized as the stewards of Cornerstone. As described in the Tool Kit, "The central goal for this group is to create the means to encourage, sustain, and extend innovations in teaching and learning throughout and following Cornerstone's involvement in the school." When asked about Leadership Team meetings, interviewees reported that they are being held at least once a week at most of the Cornerstone schools. However, there was variation as to who attends these meetings, and in many cases, interviewees did not seem to differentiate these meetings from other meeting configurations. It appears that at most schools, leadership team meetings were held among coaches, critical friends, and principals. Topics discussed at these meetings include logistics, next steps, which teachers need more support, how to get information out to other teachers, and how to spend the parent grant.

Information

One of the biggest concerns of school staff was the need for more training and information, especially for coaches. While those interviewed said that Cornerstone has done a good job explaining the initiative on a theoretical level, there was a perceived need for more focus on the practical day-to-day issues of implementing Cornerstone. One coach said, "At the first year summer institute, I got the big picture, but wasn't sure how to enact the principles."

Another concern was the need to disseminate information across the school. One person said, "I wish all teachers in each grade could receive all information at the same time so that they are working on the same issues." Another coach indicated, "We don't get enough concentrated information.... We walk away with a lot of uncertainties so it's very hard to explain to other teachers the Cornerstone principles." Another person suggested that Cornerstone "Coaches plan a ...training [for all staff] to kick off Cornerstone in a new school so everybody has some background knowledge of Cornerstone."

Some schools were frustrated by the lack of written or direct guidance. "We didn't have enough direction. Cornerstone wants you to figure out everything by yourself. I think we wasted a lot of time trying to figure it out for ourselves. They could have just told us this is what we expect and this is what we want." Another stated, "I have felt like I would like more direction from Cornerstone... Through reading, I've got some ideas but I'm a structured person and I'd like more structure. Especially the framework is overwhelming, it's so much."

Cornerstone staff acknowledged the difficulty the initiative posed in terms of these issues, and responded in a variety of ways. One staff person explained, "[In the] first year, [we had] disparate pieces of the vision, [but] no clear idea how the components fit together. It was hard for people to understand what they were supposed to be doing." Cornerstone staff have since developed a Tool Kit, which gives specific guidance about various aspects of Cornerstone implementation, and is available from Cornerstone through their web site. The materials are designed not only to give concrete information, but also to help coaches and teachers understand Cornerstone as a literacy *initiative* and not a prepackaged program.

Communication

Because schools, districts, and Cornerstone staff are spread throughout the country, communication between all sites is extremely important. According to interviews, people at all levels of the initiative were communicating regularly. While face-to-face communication between

sites was rare, much of Cornerstone communication occurred through videoconferencing, email, and phone contact. As one person put it, "I've never emailed more in my entire life."

The lines of communication among Cornerstone participants within particular districts seem well-developed. Coaches, principals, critical friends and district strategy managers seem to have worked out avenues of communication (formal meetings or frequent telephone calls) that seem effective within their context. One district, for example, held a monthly dinner meeting where they discussed Cornerstone progress.

However, there are challenges to maintaining these relationships and extending them beyond district boundaries. As one person pointed out, "Communication is a challenge.... There are issues of both ongoing communication with ourselves and with Cornerstone staff." In some cases, school personnel felt that they were not given enough advance notice of events and meetings, "[They] need to give people some notice in terms of time, for example [we do] not know exactly when the next meeting will be." For the most part, however, Cornerstone staff were perceived as responsive and accessible. One person said, "Anytime I picked up the phone to call Cornerstone they would always get right back to me...I always felt very comfortable touching base with Cornerstone, both formally and informally." Another person said, "They are very helpful. We have to do the asking, though. It would be nice if it were more of a two-way street."

District Administration

District level support and policies have a major impact on how well each Cornerstone school implements the initiative. Schools felt their districts were supportive of the initiative, but defined two main issues schools faced in terms of district support for implementation: obtaining resources to provide release time for coaches and competing programs, initiatives, or mandates.

Because of the time-intensive work required of coaches both in school and off-site work for Cornerstone meetings and school reviews, release time is critical to successful implementation. Some schools had trouble securing relief teachers, which resulted in a delay in launching Cornerstone. In other schools, district support actually exceeded coaches' expectations: coaches from one site described their district as being "very generous" because they had allowed them so much time away.

Many interviewees felt that there was not enough time to devote to Cornerstone because of multiple district programs operating at the same time. One principal explained, "I do not have the time to devote to Cornerstone as I would like to. Cornerstone is not mandated [and] we have to do

what is mandated." While many schools were successful in integrating existing district program initiatives with Cornerstone, reconciling district mandates with Cornerstone needs was not always seamless, particularly in terms of testing.

Parent/Community Involvement

Cornerstone coaches and principals were asked questions about the level of parental involvement in the schools, and specifically within the Cornerstone initiative. According to Cornerstone staff, although parental involvement was "always intended," it wasn't a goal that was actively pursued "at the outset" of implementation. In the first year, schools were offered grants to increase parental involvement, but at the time of our interviews with school-level participants, most grants had not yet been awarded. Cornerstone hired a staff person to specifically support schools' efforts in this area during the second year of the initiative.

According to principals, coaches, and critical friends, the two primary ways in which school staff felt the impact of Cornerstone's investment in promoting parental involvement were through site visits and the parent grants. Each school hosted Cornerstone staff at least once during the 2001-2002 school year, and in some cases several times, to map out a parent engagement strategy. Several school personnel discussed the benefits of the *process* of writing the parent grant proposals as helping them clarify their thinking about inviting parents to collaborate in the literacy world they were creating through Cornerstone. School personnel also frequently cited parent representatives' attendance at Cornerstone meetings (the summer institutes or regional meetings) as an important catalyst for increased attention and involvement by parents in their school communities.

Schools have conducted surveys of parents to determine parents' needs, and have held strategy sessions to develop how to reach out to more parents. Some common recruitment strategies included events like family literacy nights, workshops, and Doughnuts for Dads breakfasts. Many schools cited the contributions made by parent representatives or parent liaisons, as well as the impact of having a parent center. Many schools had created lending libraries for parents or were in the planning stages. Cornerstone was, in some cases, not the only parent initiative in place in the schools (though it was typically the only one specifically focused on literacy), but in those cases, resources were combined to bolster schools' efforts.

According to our interviews, all of the Cornerstone schools have held some events focused on literacy and the Cornerstone framework to encourage parents to support the literacy curriculum at home. However, despite these efforts, at the time of our interviews, the majority of Cornerstone

schools had not yet been able to generate sustained parent involvement. This has been a source of continued frustration among some of the Cornerstone school personnel. Principals and coaches cited obstacles to more parental involvement including: the distance parents had to travel to the school, teacher resistance, economic pressure on parents, parents' educational background, family mobility, and a lack of school personnel to promote involvement. One school expressed concern because they would have liked far more advice from Cornerstone staff in this area, stating, "We didn't have enough direction." Despite the frustration, coaches and principals were hopeful that the coming year would yield even greater parent response.

Cornerstone Assessments

All coaches reported administering the full battery of Cornerstone assessments (Major Point Interview for Readers [MPIR], Developmental Reading Assessment [DRA], and writing sample) to a random sample of K-3 students in all Cornerstone schools. The timing of administration varied; some schools administered the assessments in the fall, expecting two administrations in the 2001-2002 school year, while other schools began administering the test in the fall and continued into the spring. One coach noted that the administration was going slowly because both she and her fellow coach "Made a strong commitment to be in classrooms, so we had very little time to test [students]."

Coaches found testing students with Cornerstone assessments as a useful exercise; some coaches noted that it would be helpful to administer the assessments schoolwide. But coaches had many concerns about the assessments. Six coaches and three critical friends registered strong concerns about the length of time required to administer the assessments, or the time required for a particular assessment. Others had concerns with particular assessments, for example "Some of the MPIR questions seem to be repetitive and unclear as to what is expected of the students." But for every coach who disliked a particular assessment, there was another who noted its strengths. "I like to give the MPIR. It really helps you understand how the kids think."

Coaches played a primary role in the assessment process, though critical friends reported participating in some capacity, often because of timing concerns or coach turnover. Critical friends, like coaches, expressed concerns about the length of the assessments. One critical friend said, "[The assessments] are very, very time-consuming. I worry that this time would be better spent working with the teachers in their classrooms rather than assessing the kids." Another critical friend suggested that "Classroom teachers should be trained to give assessments in their classes" to lessen the burden on the coaches.

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CHALLENGES: SPREAD AND SUSTAINABILITY

In addition to asking about particular elements of the Cornerstone model, our interviews also probed Cornerstone staff member and site team member perceptions of the challenges to successful long-term expansion and sustainability of the Cornerstone initiative.

Expansion

Cornerstone hopes to expand in two specific ways: first, to the upper grades within its current schools and second, into other schools and districts. Although Cornerstone currently focuses on instruction in grades K-3, the model is ultimately conceived as whole school reform that should evolve to the upper grades over time. As students who have received instruction under the Cornerstone framework move into upper grades, they bring with them not only enhanced literacy skills, but expectations of a different way of teaching and learning. A coach explained: "I did meet with a fourth grade teacher who wanted to come on board with Cornerstone this year, because her students were talking about the strategies used and she was not familiar with them." Another coach reported, "We're talking to the principal about *having* to include upper grades because otherwise [all the effort put into the lower grades is] just a waste of time."

Expanding to upper grade classrooms, however, posed a number of challenges for the sites. Within schools, there were roughly five basic issues that inhibited the growth of Cornerstone: tension over resources, testing, traditionally entrenched faculty, logistical issues, and staff turnover.

In some schools, coaches reported that upper grade teachers had complained about the concentration of resources at the K-3 level. Coaches and critical friends tried to mitigate this tension by making aspects of Cornerstone accessible to upper grade teachers. In other cases, interviewees described upper grade teachers who were hesitant to participate because they felt that high-stake district and state assessments dictated a curriculum focused explicitly on test material. Resistance from upper grade teachers was also attributed to entrenched positions about teaching older students. "For the older kids, the teachers don't think they should have to read aloud, they think the kids are mature enough to do it themselves."

Many long-term teachers were also perceived as resistant to becoming involved with what they felt was yet another new initiative. Logistically, schools were wary of the inclusion of the whole school in professional development, because whole school involvement was perceived as taxing

scarce resources, in terms of finding enough coverage to allow teachers the additional professional development time.

Finally, the issue of teacher and other staff turnover compounded the difficulties of successful implementation and expansion of Cornerstone. Staff turnover affected all components of the Cornerstone network -- teachers, coaches, principals, and critical friends. At least five coaches (20.8%), two principals (16.7%) and three critical friends (50%) had left by the end of the 2001-2002 school year. In addition, interviewees reported a high rate of turnover among other teachers. One coach pointed out that "Last year we established a relationship with all these teachers; this year we had a whole new cadre of teachers; this year we had to start all over with new teachers." A Cornerstone staff member also noted the trend. "I am surprised at the turnover in schools -- retiring, pregnancy, and switching schools." Teacher turnover is a problem in many schools, but a particularly difficult problem in urban schools serving poor students and children of color. Recent national and state studies have found the highest rates of teacher turnover in the nation's urban school systems.

Although it varied from school to school, Cornerstone coaches in all schools saw at least some sign of spread to upper grade classrooms. Coaches and others reported that upper grade teachers had participated in book study groups, or were exposed to the Cornerstone philosophy in staff meetings, through professional development opportunities, and in some cases had availed themselves of coaches' offers to model in their classrooms. Upper grade teachers were also influenced by the way classroom environments had been transformed, and were interested in other strategies they saw employed by lower grade teachers.

Through the outreach of principals, district strategy managers, and, in some cases, superintendents, other schools and districts have been introduced to the Cornerstone model. All principals talked about discussing Cornerstone initiatives with other schools in their district. "I did a PowerPoint presentation with principals in my region and shared it with four of five regions. Principals were very impressed - other schools want to be involved but the district doesn't have the money." District strategy managers also mentioned that they were seeing a growing interest in having Cornerstone expand into additional district schools.

Many interviewees expressed anxiety about Cornerstone's expansion. They worried that the special relationships and connections that had developed with Cornerstone staff would suffer. A Cornerstone staff member explained hesitancies about expansion. "The small number of schools is an incredible luxury…a challenge is to maintain core beliefs and the spirit as we grow." Cornerstone

staff indicated some feeling that participating districts could do more to demonstrate their long-term commitment. Staff felt that districts introduce too many different programs simultaneously, and that districts needed to be held more accountable for their commitment to Cornerstone.

Sustainability

Sustainability of the Cornerstone initiative was a frequently expressed concern among site team members and Cornerstone staff. Many school and Cornerstone staff question whether four years is enough time to institutionalize the Cornerstone model. "It typically takes three years for a school to change and I am not sure schools can be autonomous after four years." Because of the pending separation, several schools wished to have the clock turned back on their status within the project. "I don't think we should be a year two school—[we're] really like a year and a half school." District leaders experienced anxiety about continued funding and the replicability of Cornerstone's hands-on professional development model. "I worry about how schools will keep the momentum after Cornerstone pulls out, and there's teacher turnover."

IMPACT

Despite challenges faced by the schools in our sample, the majority of interviewees felt that Cornerstone was helping their schools move in the right direction, although there was recognition that measurable change frequently takes time. Coaches and principals mentioned two dominant strengths of Cornerstone in their interviews, monitoring and support, and an emphasis on best practices. This combination, according to participants, was changing practices within schools in a sustainable way. Teachers are "Thinking a lot more about what we need to know to teach kids and the way that we're teaching." And, according to participants, changes could already be seen in the schools' culture and environment, and will ultimately be reflected in student performance.

Teaching Practices

According to coaches, principals and critical friends, teachers participating in Cornerstone professional learning opportunities are looking differently at the way they teach. One coach said, "I think what Cornerstone does is make people take a step back and look at their practice, and at what they do, and why they do it, and re-think what they do."

This impact on teaching practices has affected both individual teachers and their schools' instructional culture. Interviews with coaches indicate that teachers have begun to incorporate new

practices that improve their ability to teach, and have learned to share information about their practice with colleagues. One coach said, "I did a lot of this stuff before, but I didn't do it as well as I do now." Another said, "I had my old lesson plans and I've thrown them out. That information is not useful anymore. I did use a lot of trade books in the past, but I didn't do as much critical thinking as I do now." Yet another described the changes in her approach, stating "I go more in depth into one piece of literature than I used to. I used to read eight to ten books a week to my class. Now I read three or four and really look in-depth at the books. There's also more of a focus on writing than I used to have."

Others see a change in the culture of teaching, such as a new cohesiveness developing among teachers who are more open and willing to discuss and reflect on their practice. In one school, a coach observed change even among the most resistant teachers, who are now asking for help. A number of coaches believed that much of the impact they were seeing was due to a clearer understanding of what Cornerstone is, which had helped overcome negative attitudes and contentment with doing things the same old way.

In terms of instruction, one coach said, "Cornerstone reinforces guided readings; I see teachers using strategies of guided reading and they read aloud to the students a lot. They are changing their philosophy of teaching." Coaches and critical friends reported that through demonstrations and book study groups, teachers were changing their literacy practices to include guided reading, shared reading, reading books instead of basals, interpreting and building on students' work, allowing students to take responsibility for their own learning, and encouraging students to freely express their ideas and discuss what they think.

Students

School staff were optimistic about the long-term impacts of participating in Cornerstone. A coach reported, "Two weeks ago we were reviewed by state evaluators. They spent an hour in my room and couldn't believe the vocabulary of the students and the higher level thinking skills of the kids in my second grade classroom. They mainly wanted to know about Cornerstone because they were so blown away." A principal reported that, "Kids seems happier. I mean, how do you measure that? They do seem more motivated. We did a citywide initiative [and] our school is the only K-8 school that placed in the contest. So kids are definitely reading more."

Regarding the impact on standardized assessment results, one staff member said, "We expect when testing starts in second grade there will be a difference. Because Cornerstone teaches kids

how to infer, this will be an advantage for taking tests." Another coach said, "With my little kids that I had last year, I was surprised at how much [they] have retained vocabulary and thinking. I think it will reflect on the standardized tests." In most cases, though, participants thought it could be a few years before gains in student achievement would be reflected in standardized assessment results. This belief that it will take time stems from a combination of the testing schedule and the length of time students are exposed to Cornerstone teachers. In many districts, students are not tested until third grade. As one coach said, "By the time the kids who were first graders last year make it to third grade, I think the impact will be amazing."

Schools

Cornerstone's emphasis on transforming classrooms to create supportive literacy environments was well received by many teachers. Coaches, with help from Cornerstone staff, first changed their own classroom environments, setting an example for other teachers to follow. Classroom environmental changes included physical changes such as arranging desks in clusters, creating literacy corners, increasing the number of books in the room, and displaying student work throughout the school. Cornerstone staff explained, "It seemed only logical to start with environment…you provide the kind of environment that leads to an independent reader or writer." Interviewees said that the environment changes were also a first step to inviting the attention and curiosity of other teachers. One coach described the situation in her building. "Teachers who were really reluctant, once they saw the changes in other classrooms, started making steps toward changing their own classrooms."

More than half the coaches we interviewed highlighted the positive changes in their own and other teachers' classroom environments since they became Cornerstone participants. The majority of district strategy managers and principals also emphasized the changes in classroom environments and the pervasive impact on the culture of the school. Interviewees also highlighted the meshing of Cornerstone's emphasis on environment with other reform programs that had a similar focus, such as some state initiatives. Group processes such as book study, asset mapping and writing parent grants have pulled faculty together in new ways to examine their schools and identify areas for collective improvement.

The impact on schools has been varied, but most interviewees reported specific impacts on school and classroom environment, parent participation, and relations between teachers and students. However, the pace of change was still a source of dismay. One person offered, "It's a

hard job, we were very optimistic at the beginning. We're displeased with the progress and we're working really hard, so much needs to change." In some schools, there was tension between those teachers working under the Cornerstone framework and veteran teachers entrenched in more traditional teaching methods. "A few of the old teachers just don't want to change."

Transition to Second Year Implementation

Most interviewees described their first year of Cornerstone implementation as a time of sorting out the various elements and initial planning. The second year for Phase I schools (the 2001-2002 school year) was perceived as more organized, and our interviewees indicated marked improvements in their second year approach, which reflected a better understanding of Cornerstone, better time management, greater cohesiveness, more consistent and focused work, more sensitivity to teachers' needs, greater staff involvement, and more training.

Cornerstone staff also felt that they had made internal improvements that fostered more successful implementation, including crystallizing the framework and Tool Kit during the second year. They also felt that there had been progress in the organization and coordination of Cornerstone staff. Staff roles and responsibilities are perceived to be more clearly defined, and there seems to be better coordination of Cornerstone staff's expertise. A staff member explained that, "The work of Cornerstone wasn't as organized as it is now. People have roles and responsibilities - these can ebb and flow but it is better with order and organization."

Non-Cornerstone Initiatives

Across all sites, interviewees indicated that Cornerstone fits well with other educational programs or specific reforms being implemented in their schools. Veteran teachers often complain that reform ideas come at an increasingly quick and faddish pace, and that too often, multiple reform ideas compete for resources and time. With Cornerstone, however, we heard that the initiative integrated well with existing programs and reforms (of which there are many), and therefore coaches and teachers did not have to abandon or modify the teaching practices they had been following. This was in part because other programs also contained components of the Cornerstone program (such as guided reading, use of a literacy block, or emphasis on classroom environment), but also because, as one coach explained, "Cornerstone focuses on instruction," and more specifically, it employs principles of "What good teachers do." In addition, one school leader explained that because the literacy initiative in her state focused only on struggling readers,

Cornerstone's emphasis on challenging students at all points on the achievement spectrum was a refreshing addition to their literacy work.

Online Teacher Survey

The survey results described in this section include responses from teachers in both the Phase I (Cleveland, Jackson, Talladega and Trenton) and the Phase II (Bridgeport and Greenwood) schools. The Phase I teachers completed the survey in the spring of 2001. The Phase II teachers completed the survey in the fall of 2002; the questions they answered referred to the previous school year (2001-2002, the first year of Cornerstone implementation in their school).

The survey was administered at different times because of the decision to add the Phase II schools to the evaluation during the fall of 2002. The Phase II survey was redesigned in order to collect the responses of teachers who had been at the Phase II schools during the previous school year. The beginning of the survey included questions about years of experience, certification status and whether the respondent had been a teacher at the school during the 2001-2002 school year. Respondents who indicated they had not been teachers the previous year were directed to the end of the survey, and did not answer any of the questions about Cornerstone's functioning in their school.

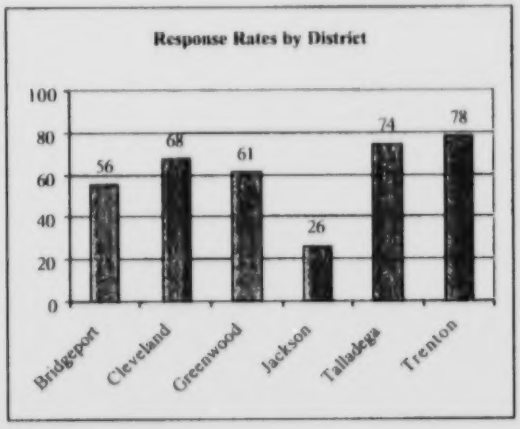
The same survey administration procedure was followed for both Phase I and Phase II schools. As soon as the survey was available online, packets were mailed to each school. The packets included an explanatory letter addressed to the principal and contained fliers to be placed in teacher's mailboxes. The fliers described the survey and provided instructions for logging onto the survey, using the Internet. Teachers were asked to choose a code from a range of codes we provided on the flier. These codes allowed us to determine which schools the respondents worked at, without us knowing any respondents' names. We made the same participation incentives available to both Phase I and Phase II participants -- $15 Barnes and Noble gift certificates for teachers, $75-$200 Barnes and Noble gift certificates for principals, depending on the final response rate from teachers in their schools. Additional reminder fliers were brought to the schools during site visits.

In total, 201 classroom teachers responded to the two administrations of the survey. There were responses from 130 classroom teachers from Phase I schools and 71 classroom teachers from Phase II schools. Of these, 45 were upper grade teachers (grades 4-8) and 150 were lower grade teachers (pre-K-3) and 3 teachers spanned both upper and lower grade classrooms. Three teachers completed the survey without indicating their grade level; they are included in the overall analyses but excluded from analyses of upper or lower grade teachers. Thirteen respondents from the Phase II schools indicated they had not taught at their school during the 2001-2002 school year and

therefore were not asked to respond to questions about the previous year. Only respondents who indicated they were classroom teachers and/or coaches were included in the survey analyses presented here.

The response rates of the classroom teachers varied by district and are displayed in the chart below.[4] Six of the 201 respondents used a code that we cannot trace back to a particular school or district. At the time that the incentive for principals was decided on, the Jackson school district had already dismissed their children for the summer, and we did not have the opportunity to make this same offer to the principals in the two Cornerstone schools in Jackson. This, most likely, is the reason for the dramatically lower response rate in the Jackson school district.

The respondents were divided into groups based on their reported number of years of experience. The group of teachers we refer to as ***new*** have been teachers for 0-3.4 years. The ***medium*** group was made up of teachers with 3.5-10.4 years of experience. The ***high*** group had 10.5-20.4 years of experience, and the ***veteran*** group included teachers with over 20.5 years of experience.[5] The four groups have a similar number of respondents, although we found that new teachers were the least represented in our results. There were 35 teachers in the new group, 63 in the medium group, 45 in the high group and 55 in the veteran group. Three teachers did not provide the numbers of years each had been teaching.[6]



Each respondent was asked about his or her certification status and educational background. Most teachers were certified (88% of respondents have a regular or standard certificate) and of those that were not, most were in the process of becoming certified (10% have a provisional certificate, 0.5% have an emergency certificate and 2.1% listed their certification as "other"). Additionally,

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[4] The figures presented above differ from those found in the September Progress Report due to additional cleaning of the data. For example, a teacher who wrote "first grade" in the "other" section without checking the "first grade" response box had been excluded and is now included as a regular classroom teacher. These changes do not affect the overall response rate, which is 61% when averaged across the six districts.

[5] The cutoffs used to establish the four groups of teacher are the same as those used by the National Center for Education Statistics in their Schools and Staffing Survey.

[6] We examined how responses varied by the teachers' levels of experience. We found that the veteran teachers who took our survey were enthusiastic about Cornerstone and were taking part in Cornerstone activities inside and outside of their classrooms. The other data suggested no clear pattern when examined by experience level.

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almost all the respondents had at least a Bachelor's degree and half had a Master's degree or more (46% hold a Bachelor's degree, 25% have a Master's degree, and 25% have a Master's plus additional credits).

Phase I and Phase II Results

The addition of the Bridgeport and Greenwood data change the overall results of our data from what we reported in the September Progress Report. For this reason, we have included an analysis comparing the results of Phase I districts with the results of the two Phase II districts (Philadelphia results are not included.). The following analyses include only K-3 teachers, as these are the grade levels in which Cornerstone has been most active.

A note of caution about comparing the two phases: a possible explanation for the differences between the two groups of schools is the differing periods of survey administration. Phase I schools were surveyed during the spring of their second year of Cornerstone implementation and were asked questions about their second year (2001-2002). Phase II schools were surveyed about their first year of implementation (2001-2002) in fall 2002 (the start of their second year). We expect to see differences between the two Phases in terms of their responses to our questions, because the two groups of schools were in different stages of the initiative when surveyed. Also, in many cases the differences between Phase I and Phase II schools are due to one or two Phase II schools in which teachers report low implementation of a particular activity (the outlier school or schools vary by question, with no consistent pattern). Finally, we asked the Phase II respondents to report their perceptions about the previous school year, which may have led to less accurate responses.

Implementation: Teacher Knowledge

Respondents: K-3 teachers	Response to question	**Phase I** Cornerstone Schools Year 2 Implementation	**Phase II** Cornerstone Schools Year 1 Implementation
Have you heard of the Cornerstone literacy initiative before this survey?	Yes	93.5%	91.7%
During this school year, how often do you discuss literacy teaching strategies with other faculty in your school?	Once or twice a week	88.3%	59.6%
	Once or twice a month	11.7%	27.7%
How often does your school schedule a 60 minute (or longer) literacy block?	Daily	95.7%	75.0%

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More than 90% of the K-3 teachers in both Phase I and Phase II schools had heard of Cornerstone before the survey. The results also show that K-3 teachers regularly discuss literacy teaching strategies, but Phase I and Phase II schools differ in how frequently such discussions take place. In the Phase I schools, 88% of the teachers reported discussing literacy strategies once or twice a week, while 60% of Phase II teachers reported discussions with the same frequency. Twenty-eight percent of the teachers in the Phase II schools reported literacy discussions once or twice a month. Percentages of K-3 teachers reporting a scheduled daily literacy block also differed between Phase I (95.7%) and Phase II (75.0%) schools.[7] This suggests that not all schools have scheduled a daily literacy block, or that not all respondents are aware of the scheduled literacy block.

Classroom Activities

Respondents: K-3 teachers	Response to question	**Phase I** Cornerstone Schools Year 2 Implementation	**Phase II** Cornerstone Schools Year 1 Implementation
Do you implement a literacy block in your classroom?	Yes	96.8%	85.7%
Please indicate how often most students in your class read aloud during the literacy block.	Daily	75.8%	69.4%
	Once or twice a week	23.2%	12.2%
Please indicate how often most students in your class have shared writing time during the literacy block.	Daily	50.0%	42.9%
	Once or twice a week	46.8%	34.7%
Please indicate how often most students in your class share/teach others during the literacy block.	Daily	56.5%	51.0%
	Once or twice a week	32.6%	24.5%
Please indicate how often most students in your class focus on a deep structure strategy during the literacy block.	Daily	50.0%	32.7%
	Once a twice a week	43.6%	34.7%
Please indicate how often most students in your class focus on a surface structure strategy during the literacy block.	Daily	71.7%	59.2%
	Once or twice a week	22.8%	24.5%
Please indicate how often most students in your class read texts that vary in genre during the literacy block.	Daily	52.1%	36.7%
	Once or twice a week	37.2%	44.9%
Please indicate how often most students in your class read texts that vary in difficulty during the literacy block.	Daily	50.5%	26.5%
	Once or twice a week	33.7%	36.7%

[7] A large part of this difference is due to one Phase II school with a low percentage of teachers reporting having a literacy block.

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Respondents were questioned about the frequency of various classroom activities that are part of the Cornerstone model. There is a consistent difference between the Phase I and Phase II schools, with Phase II respondents indicating a lower level of implementation of all these activities.

- Most K-3 teachers (96.8% Phase I, 85.7% Phase II) reported implementing a literacy block in their classroom.
- Approximately three-quarters of the K-3 teachers (75.8% Phase I, 69.4% Phase II) provided an opportunity for students to read aloud daily.
- About half of the K-3 teachers (50% Phase I, 42.9% of Phase II) indicated that most students had shared writing time daily.
- More than half the K-3 teachers (56.5% Phase I, 51.0% Phase II) had students share with or teach others during the literacy block.
- Ninety-four percent of the Phase I K-3 teachers indicated that their students focused on a deep structure on a daily or once or twice a week basis. Sixty-seven percent of the Phase II K-3 teachers responded that this activity took place daily or once or twice a week.
- Most (94% Phase I, 84% Phase II) K-3 teachers had their students focusing on a surface structure on a daily or once or twice a week basis.
- 89% of Phase I and 82% of Phase II K-3 teachers indicated that students read texts that vary in genre on a daily or once or twice a week basis.
- Eighty-four percent of Phase I K-3 teachers reported that their students read texts that vary in difficulty daily or once or twice a week. Sixty-three percent of Phase II K-3 teachers indicated the same activity occurred with their students.

Appraisal of Coaching

Coaches are an important element of the Cornerstone professional development model; they receive Cornerstone training and serve as the main source of school-based professional development. The table presented on the next page summarizes the responses of the K-3 teachers (who are not Cornerstone coaches) who participated in the survey.

Respondents: K-3 teachers - no coaches	Response to question	**Phase I** Cornerstone Schools Year 2 Implementation	**Phase II** Cornerstone Schools Year 1 Implementation
Please indicate how often you have observed a Cornerstone coach's classroom.	Once or twice a week	10.8%	9.8%
	Once or twice a month	15.7%	9.8%
	Once or twice a semester	22.9%	17.1%
	Once or twice a year	22.9%	22.0%
	Not at all	20.5%	31.7%
Please indicate how often a coach has come to your classroom to do a demonstration lesson.	Once or twice a week	25.3%	4.9%
	Once or twice a month	20.5%	9.8%
	Once or twice a semester	28.9%	17.1%
	Once or twice a year	21.7%	17.1%
	Not at all	2.4%	39.0%
Please indicate how often a coach has visited your classroom during the literacy block.	Once or twice a week	16.9%	2.4%
	Once or twice a month	20.5%	19.5%
	Once or twice a semester	32.5%	9.8%
	Once or twice a year	10.8%	12.2%
	Not at all	16.9%	39.0%
To what extent have the Cornerstone coaches helped your literacy teaching this year?	Very much	26.5%	19.5%
	Quite a bit	37.3%	29.3%
	Some	25.3%	19.5%
	A little bit	8.4%	17.1%
	Not at all	2.4%	9.8%

- Observation of a coach's classroom--the majority of both Phase I (66%) and Phase II (71%) K-3 teachers had observed a coach's classroom less than once or twice a semester. Many K-3 teachers (21% Phase I, 32% Phase II) teachers reported never observing a coach's classroom.
- Demonstration lessons--more Phase I K-3 teachers (25%) than Phase II K-3 teachers (5%) reported observing a coach's demonstration lesson once or twice a week. Over a third of the Phase II teachers (39%) reported that a coach had never come to their classroom to do a demonstration lesson.
- Coach visits during literacy block--more than a third of the Phase I K-3 teachers (37%) indicated a coach had visited their classroom during the literacy block either once or twice a week/once or twice a month. 39% of Phase II K-3 teachers indicated a coach had never visited their classrooms during the literacy block.
- Coaches helping literacy teaching--most K-3 teachers (64% Phase I, 49% Phase II) indicated that Cornerstone coaches helped their literacy teaching very much or quite a bit. More Phase II (27%) teachers than Phase I (11%) teachers responded that coaches had helped a little bit or not at all.

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School-wide Cornerstone Activities

The Cornerstone initiative includes several school-wide activities, some classroom specific and some focused on professional development. Other components include the visits of Cornerstone staff, who provided assistance and support to participants' implementation efforts. The frequency and perceived usefulness of these school-wide Cornerstone activities are reviewed below. These results are presented for all classroom teachers, including upper grade teachers.

Book Study Groups

Respondents: All teachers	Response to question	**Phase I** Cornerstone Schools Year 2 Implementation	**Phase II** Cornerstone Schools Year 1 Implementation
Please indicate how often you participate in a literacy study group in your school (book study groups or literacy meetings).	Once or twice a week	29.2%	7.1%
	Once or twice a month	53.1%	64.3%
	Once or twice a semester	8.5%	8.6%
	Once or twice a year	2.3%	5.7%
	Not at all	6.9%	7.1%
How useful do you think the literacy study groups are?	Very useful	44.9%	26.5%
	Somewhat useful	35.4%	33.8%
	Neutral	13.4%	14.7%
	Somewhat not useful	1.6%	13.2%
	Not at all	0.8%	4.4%

Most teachers (82% Phase I, 71% Phase II) reported participating in a literacy study group or a book study group either once/twice a week or once/twice a month. More Phase I (80.3%) than Phase II (60.3%) teachers found the literacy study groups very or somewhat useful.

Asset Mapping

Respondents: All teachers	Response to question	**Phase I** Cornerstone Schools Year 2 Implementation	**Phase II** Cornerstone Schools Year 1 Implementation
Have you participated in the Asset Mapping process in your school?	Yes	92.3%	82.6%
Are the goals established in the Asset Map discussed during faculty meetings or in study groups?	Yes	81.4%	84.3%
How useful do you find the schoolwide goals established by the Asset Mapping process?	Very useful	30.7%	21.7%
	Somewhat useful	39.4%	27.5%
	Neutral	16.5%	17.4%
	Somewhat not useful	3.9%	13.0%
	Not at all	3.9%	15.9%

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Participants in both Phase I (92.3%) and Phase II (82.6%) schools reported participating in the asset mapping process. More Phase I (70.1%) than Phase II (49.2%) teachers found the school-wide goals to be very or somewhat useful.

Principal Involvement

Respondents: All teachers	Response to question	**Phase I** Cornerstone Schools Year 2 Implementation	**Phase II** Cornerstone Schools Year 1 Implementation
Please indicate how often the principal has visited your classroom during the literacy block.	Once or twice a week	4.7%	8.6%
	Once or twice a month	18.6%	14.3%
	Once or twice a semester	28.7%	21.4%
	Once or twice a year	31.0%	18.6%
	Not at all	13.2%	30.0%

Teachers reported that the principal had visited their classroom during the literacy block infrequently. In both phases, about 23% of teachers reported visits either once/twice a week or once/twice a month.

School Review

Respondents: All teachers	Response to question	**Phase I** Cornerstone Schools Year 2 Implementation	**Phase II** Cornerstone Schools Year 1 Implementation
Did your school undergo a Cornerstone School Review?	Yes	98.4%	83.8%
	No	0.8%	7.4%
	Do not know	0.8%	8.8%
Were the results of the Cornerstone School Review shared with the faculty of your school?	Yes	87.5%	79.7%
	No	3.9%	5.8%
	Do not know	4.7%	10.1%

Most teachers indicated that their school had undergone a Cornerstone school review and the results had been shared with the faculty. However the respondents from Phase II schools were less likely to be aware of the school review that had taken place in their school.

Cornerstone Staff

Respondents: All teachers	Response to question	**Phase I** Cornerstone Schools Year 2 Implementation	**Phase II** Cornerstone Schools Year 1 Implementation
Have Cornerstone staff (for example, Edna Varner, Ellin Keene, or Lu Lewis) come to your school to discuss classroom environment or literacy teaching strategies?	Yes	89.2%	88.6%
	No	5.4%	5.7%
	Do not know	5.4%	5.7%
How useful did you find their visits?	Very useful	50.4%	53.6%
	Somewhat useful	27.1%	23.2%
	Neutral	7.0%	13.0%
	Somewhat not useful	1.6%	2.9%
	Not useful at all	1.6%	2.9%

Across both phases teachers reported that Cornerstone staff had visited their schools. More than 75% of teachers in both phases reported the visits had been very or somewhat useful.

Teacher Evaluation of Cornerstone Activities

Teachers were asked to evaluate the overall impact of Cornerstone implementation on their professional practice and personal enjoyment of teaching. The K-3 teachers' evaluations of Cornerstone activities were similar across the two phases. On the next page are Figures A-F showing the results from these questions. Both Phase I and Phase II K-3 teachers felt equally strong about how Cornerstone had improved both their classroom environment and the environment for teachers' literacy practices (Figures A and B). Interestingly, Phase I K-3 teachers felt more strongly that Cornerstone had improved their own literacy teaching practice and made their work as a teacher more enjoyable (Figures C and D). Phase I K-3 teachers also reported that Cornerstone activities had more impact on students' literacy learning and skills (Figures E and F).

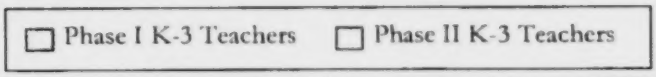


Figure A: How much has your participation in Cornerstone activities during the school year improved your classroom environment?

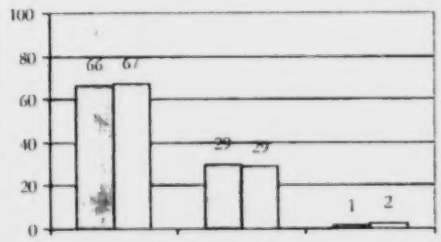


Figure B: How much has your school's involvement in the Cornerstone initiative improved the environment for teachers' literacy practice?

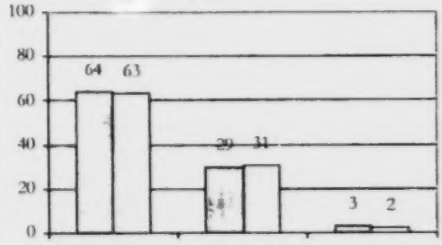


Figure C: How much has your participation in Cornerstone activities during the school year improved your literacy teaching practice?

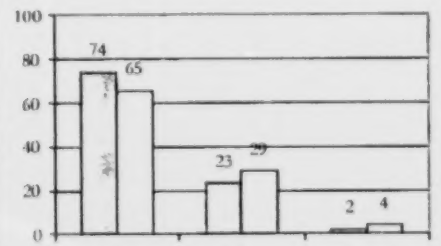


Figure D: How much has your participation in Cornerstone activities made your work as a teacher more or less enjoyable?

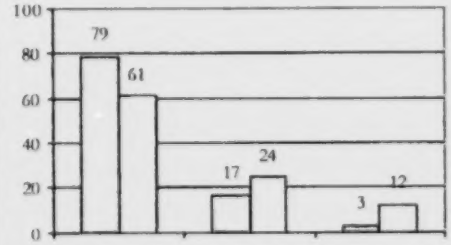


Figure E: How much has your school's involvement in the Cornerstone initiative improved the environment for students' literacy learning?

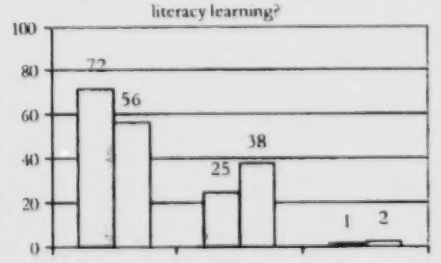
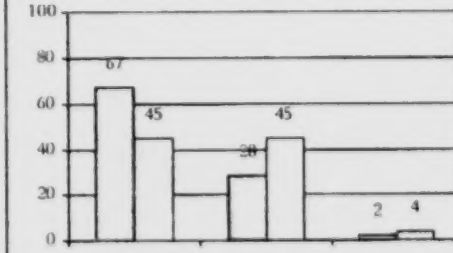


Figure F: How much has your participation in Cornerstone activities during the school year improved your students' literacy skills?



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STANDARDIZED TEST RESULTS

The chart below details the amount of school-level and student-level data we have received from each of the districts. In brackets, we have indicated whether the data received is student-level ([Stu]) or school-level ([Sch]). The data in this chart include only the assessments that districts and states are administering in the K-3 grades. The sections that are shaded in gray are for the year before Cornerstone's implementation in the district. The data vary considerably for each district, depending on the type of assessments in the K-3 grades, and also on what the district has provided to us thus far.

	1999-2000	2000-2001	2001-2002
Cleveland	Off-Grade Ohio State Proficiency Test (OOPT) in Reading (grades 1-3) and Writing (grades 2-3) [Sch]	Off-Grade Ohio State Proficiency Test (OOPT) in grades 1-3 in Reading and Writing [Sch & Stu] Stanford Achievement Test (SAT-9) in Reading and Math in kindergarten (in this school year the kindergarten test was given in spring 2001, but the other grades were given in fall 2000) [Sch & Stu]	Stanford Achievement Test (SAT-9) in Reading and Math for grades K-5 (test was administered in spring 2002 for K-5 grades) [Stu]
Jackson		Mississippi Curriculum Test (MCT) in Reading and Language (grades 2-4) [Sch]	Mississippi Curriculum Test (MCT) in Reading and Language (grades 2-4) [Sch]
Talladega	Stanford Achievement Test (SAT-9) in Reading and Language in grades 3 and 4 [Sch & Stu]	Stanford Achievement Test (SAT-9) in Reading and Language in grades 3 and 4 [Sch & Stu]	Stanford Achievement Test (SAT-9) in Reading and Language in grades 3 and 4 [Sch]
Trenton	Terra Nova grades 2-4[Stu]	Terra Nova grades 1-4 [Stu]	Terra Nova grades 1-4 [Stu]
Bridgeport		Stanford Achievement Test (SAT-9) in grades 2-8 [Sch]	Not available at this time
Greenwood		Mississippi Curriculum Test (MCT) in Reading and Language (grades 2-4) [Sch]	Mississippi Curriculum Test (MCT) in Reading and Language (grades 2-4) [Sch]

At this point in time, we do not expect that the majority of the students being tested in the Cornerstone schools have been exposed to Cornerstone teaching practices. For this reason, we draw no conclusions about how the following results reflect on Cornerstone's effectiveness. Until we have more years of data and are able to control for factors in the school such as an unstable student population, we will not attempt to link the school's standardized test results with Cornerstone's implementation and practices.

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Phase I Schools

1. Cleveland

The State of Ohio administers the Ohio State Off-Grade Proficiency Test (OOPT) in grades 1-3 for Reading and grades 2-3 in Writing, and the Ohio State Proficiency Test (OPT) in grades 4 and 6. Below are the results for the two Cornerstone schools for the Reading and Writing portions of the OOPT.

Because both the Cornerstone schools and the district average vary significantly over the course of the three years of data presented here, we have concerns about the validity of comparing these data.[8]

The Cleveland Municipal School District enrolls approximately 72,270 students (71% African American, 19% white, 0.7% Asian and 8.3% Hispanic) in 131 schools (62 elementary schools). Districtwide, 80% of the students qualify for free or reduced lunch and 4.21% are classified as limited English proficient.

Charles Lake Elementary School enrolls about 400 children in grades K-6. Over 99% of the students are African American and hardly any are classified as English language learners. Ninety-three percent of the students are eligible for free or reduced price lunch.

Scranton Elementary School is a K-5 school with approximately 560 children. More than half the students are Hispanic, thirty percent are white and almost 17% are African American. More than a third of the children are classified as limited English proficient. This school has a 89% stability rate, and 95% of the student are eligible for free or reduced price lunch.

Percent of Students Passing

Charles Lake

	OOPT Reading			OOPT Writing		
	1999-2000	2000-2001	2001-2002	1999-2000	2000-2001	2001-2002
Grade 1	65.4	40.4				
Grade 2	11.1	29.8	25.9	41.7	64.9	48.3
Grade 3	8.9	24.3	20.3	17.4	67.6	45.7

Scranton

	OOPT Reading			OOPT Writing		
	1999-2000	2000-2001	2001-2002	1999-2000	2000-2001	2001-2002
Grade 1	33.3	38.1				
Grade 2	10.4	17.3	27.2	68.8	92.5	79.2
Grade 3	35.8	21.1	30	39.3	80	44.7

District Average

	OOPT Reading			OOPT Writing		
	1999-2000	2000-2001	2001-2002	1999-2000	2000-2001	2001-2002
Grade 1	52.6	53.4				
Grade 2	24.8	39.3	41.7	51.8	52.6	46.5
Grade 3	35.3	38.5	39.8	41.7	53.2	36.6

[8] On the Cleveland Municipal School District website, these test results are presented as if they are comparable across years. However because of the wide variation in scores from year to year, we fear the data may not be comparable, even though the Cleveland Municipal School District's Research Office assures us that the data are comparable. The Ohio Department of Education does not use the results of the Off-Grade test to determine school achievement. Instead, they use the 4th and 6th grade scores on the Ohio State Proficiency test.

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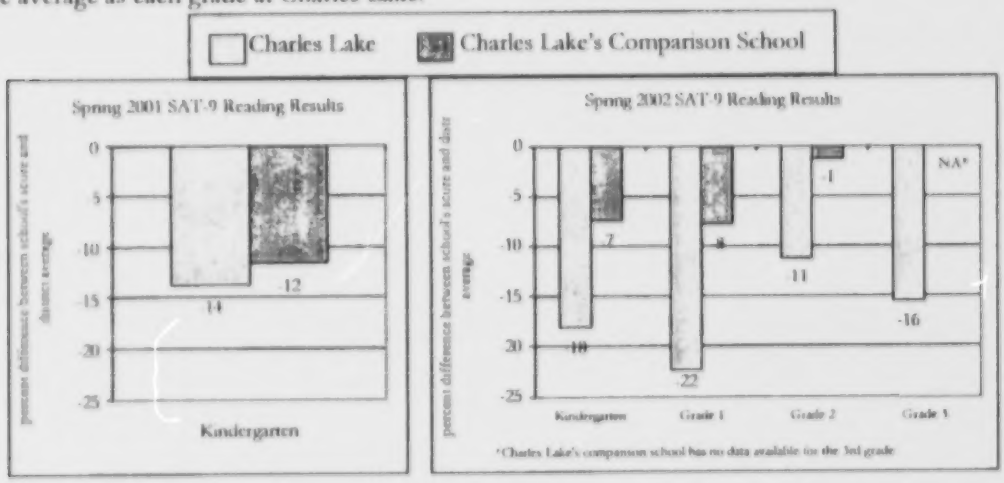
The Cleveland Municipal School District administers the Stanford Achievement test (SAT-9) in Reading and in Mathematics in grades 1-3. These results are reported in scale scores in our data.[9] The district administered the SAT-9 in both 2000-2001 and 2001-2002, but the scores are not comparable, because the testing for the 2000-2001 school year took place in fall of 2000 for grades 1-3, while the 2001-2002 testing took place in spring 2002 for grades K-3. Only the kindergarteners in the 2000-01 school year were assessed in the spring of 2001. For this reason we have included only the 2000-01 results for the kindergarteners.

In the following charts we compared the average score for each Cornerstone and comparison school to the average in the district, by subtracting the average scale score for each grade from the district average for each grade. For example, in spring 2001, Charles Lake kindergarteners and Scranton kindergarteners both scored 14 scale score points *below* the district average scale score for kindergarteners.

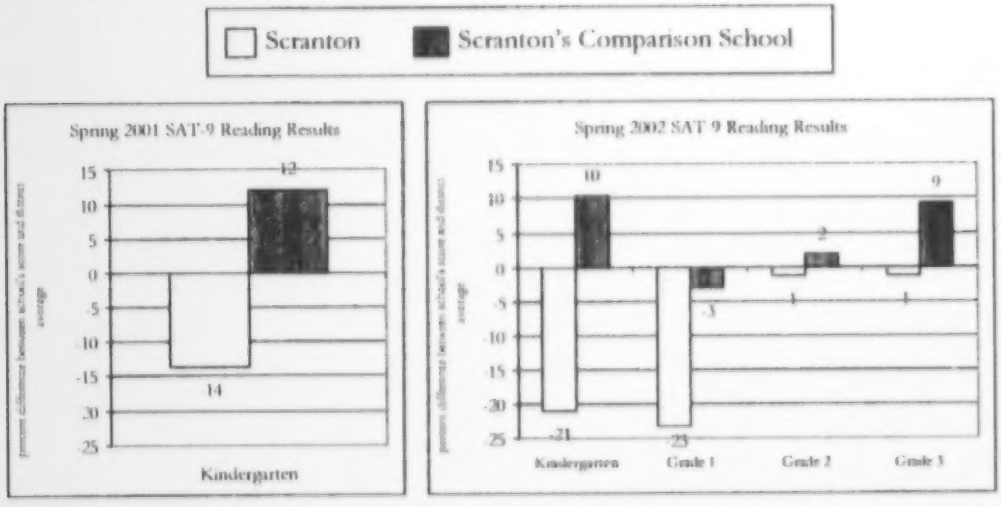
In the first two charts, the scores of Charles Lake are juxtaposed with their comparison school for each grade tested. Charles Lake's low grades scored considerably farther from the district average in both Spring 2001 and Spring 2002, but in Spring 2002, the second and third grade students scored closer to the district-wide average. Charles Lake's comparison school exhibited the same pattern, however none of the grades in this school were scoring quite as far below the district-wide average as each grade at Charles Lake.[10]



[9] Scale scores summarize the level of performance reached by a student. The interval between scores is equal (unlike percentile ranks) and therefore can be averaged across a group of students.

[10] Selection of comparison schools was done on the basis of 1999-2000 data. In that year, Charles Lake's comparison school scored one percentage point below Charles Lake on the reading exam in the district.

The two charts below show the results of the Spring 2001 SAT-9 and Spring 2002 SAT-9 for Scranton and its comparison school. Similar to Charles Lake, Scranton's lower grades are scoring well below the district-wide average, particularly in Spring 2002 in the kindergarten and first grades. However the scores of the second and third graders in Spring 2002 were almost the same as the district-wide average for these grades. Scranton's comparison school had much better results both in Spring 2001 and in Spring 2002. In almost all grades (except first graders in 2002) this school surpassed the district-wide average score.[11]



2. Jackson

The charts presented here show the percent of students scoring at the proficient or the advanced[12] levels on the Reading and Language sections of the Mississippi Curriculum Test (MCT) exam for grades 2 and 3 at French Elementary, Lake Elementary, their respective comparison schools and the district as a whole.[13]

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[11] In 1999-2000, Scranton's comparison school scored five percentage points higher than Scranton on the reading exam in the district.

[12] The results of the MCT exam divide students up into four groups based on their performance: basic, minimal, proficient or advanced.

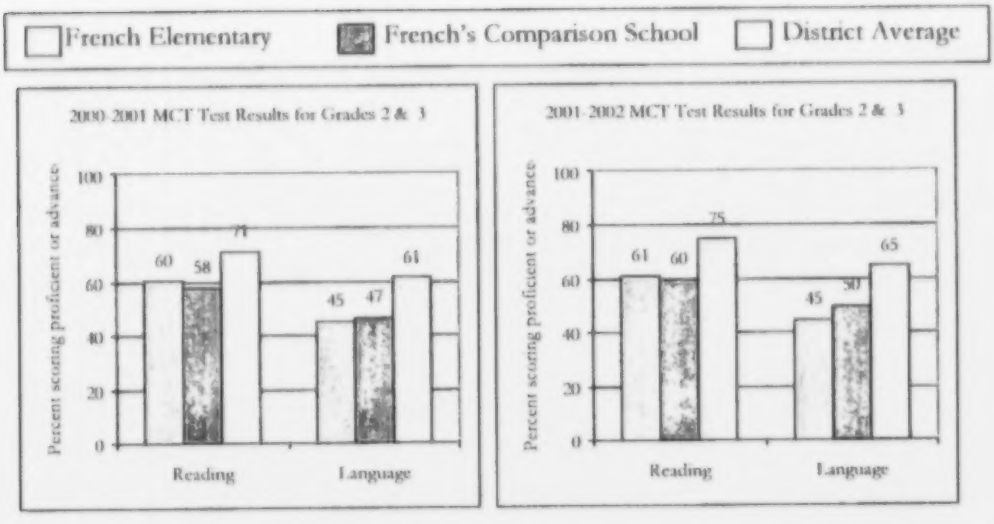
[13] We have not yet received student-level data from the district of Jackson. The district is still processing the request.

French Elementary School's second and third grade students' scores remained stable over the two years of the MCT results. French's comparison school scores were similar across the two years presented here, with a slight increase in scores on both the Reading and Language portions of the MCT exam.[14]

The Jackson School District enrolls 31,235 students (94% African American, 5.5% white) in 58 schools (37 elementary, 10 middle and 8 high). About 72% of the students qualify for free or reduced lunch and less than 1% are classified as English language learners.

French Elementary School is a K-5 school with 365 students. Almost all students are African American and about 99% qualify for free or reduced lunch. Only 59 percent of students in this school remained in their school the whole year in 2000-2001.

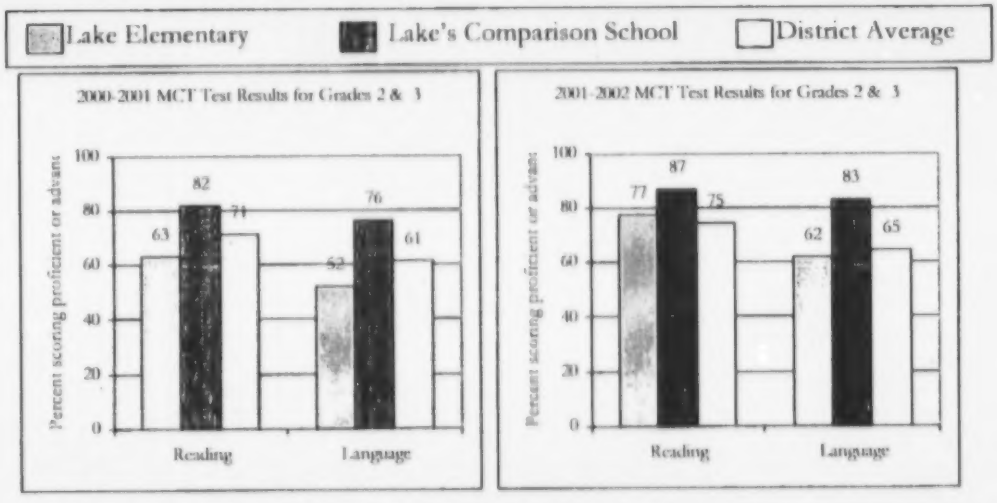
Viola Lake Elementary School is a preK-6 school with almost 700 children. Almost all students are African American and about 97% qualify for free or reduced lunch. Seventy-one percent of students remained in this school through the whole year in 2000-2001.



Lake Elementary School's second and third graders showed an improvement in scores between 2000-2001 and 2001-2002. On both the Reading and Language portion, Lake's students scoring in the proficient or advanced levels increased by 10 percentage points. In 2001-2002, Lake surpassed the district average on the Reading portion and moved much closer to the district average

[14] French's comparison school scored 3 percentage points lower on the state assessment than French in the 1999-2000 year.

on the Language portion. Lake's comparison school experienced smaller increases, but on the whole, Lake's comparison school scored higher in both years of test results presented here.[15]



The state of Mississippi also administers the CTBS/5 standardized test, which was given third and fourth graders in 1999-2000 and 2000-2001, but only to fifth graders in 2001-2002. Because of the change in grades tested, these test result data are not reported here.

3. Talladega

The Talladega district has released their 2001-2002 results from the administration of the Stanford Achievement Test (SAT-9) in Reading and Language. We were able to obtain three years worth of comparable scores for the Cornerstone schools in Talladega.[16]

Between 1999-2000 and 2000-2001, the test scores of Stemley Road and Sycamore decreased. However, the 2001-2002 test results show an increase in scores for Stemley Road for grades 3 and 4, in both the Reading and

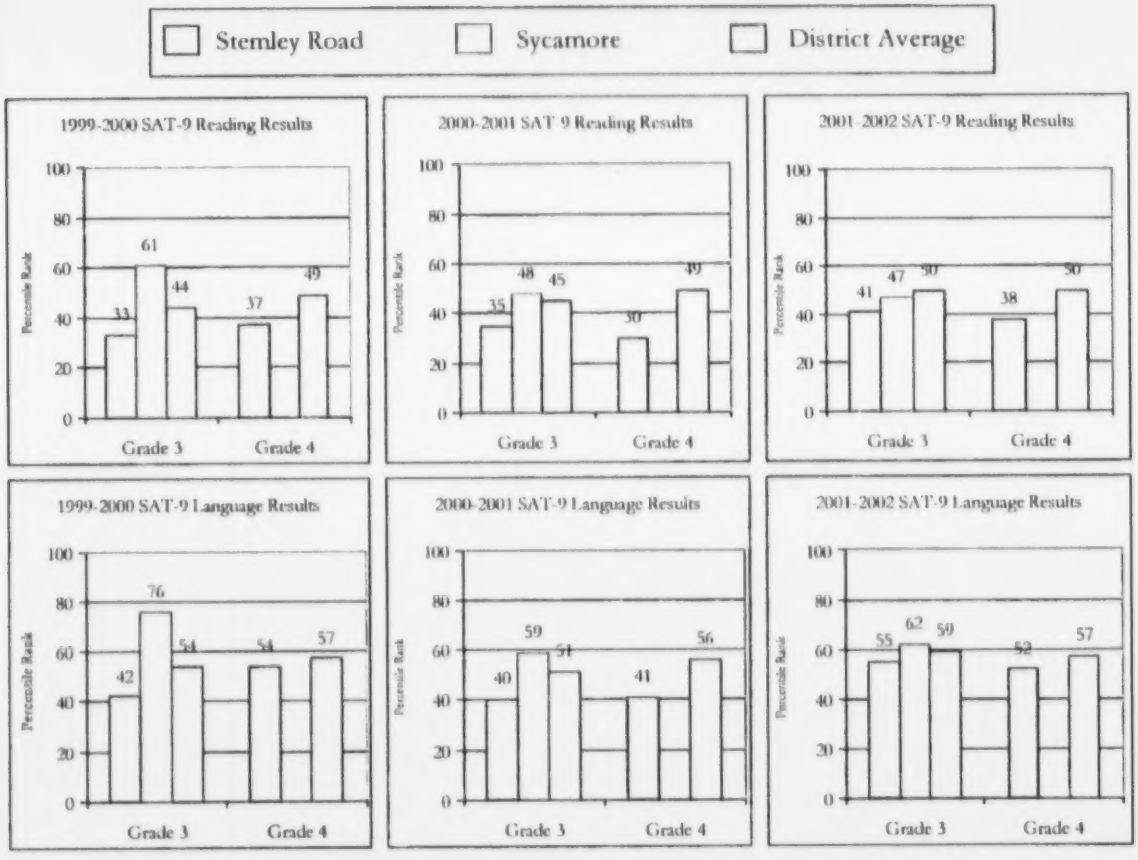
The Talladega County School District enrolls 7,840 students (54% African American and 46% white) in 18 (7 elementary, 2 middle, 7 high) schools. About 62% of the students qualify for free or reduced lunch.

Stemley Road Elementary School is a K-6 school with over 600 students. About 70% are African American and 30% are white. Approximately three-quarters of the students qualify for free or reduced lunch.

Sycamore Elementary School has over 200 students in grades K-3. About 53% of the students are African American and 45% are white. About 73% of the students qualify for free or reduced lunch.

[15] Lake's comparison school scored 8 percentage points higher on the state assessment than Lake in 1999-2000.
[16] The district of Talladega currently does not have student data available without student identifiers or in a computerized format. Because of confidentiality concerns, the district will not release the data with identifiers, and they say that they do not have the capacity to purge the data of identifiers. We will continue negotiating with them. In the future, they may receive test scores in a computerized format that would allow purging of the student identifiers.

Language portions of the exam. Sycamore's scores remained generally stable between the 2000-01 and 2001-02 administration.



The next series of charts show the results for Sycamore's third grade students, with the results of their comparison school.[17] Between 2000-2001 and 2001-2002, Sycamore's scores and their comparison school's scores remained stable. While Sycamore's scores fluctuated around the district-wide average, Sycamore's comparison school consistently outperformed the district average.[18]

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[17] There was no school comparable to Stemley in the district of Talladega.

[18] When selecting comparison schools, the school that was selected as a comparison school for Sycamore scored 4 percentage points lower on the state assessment than Sycamore in that year.

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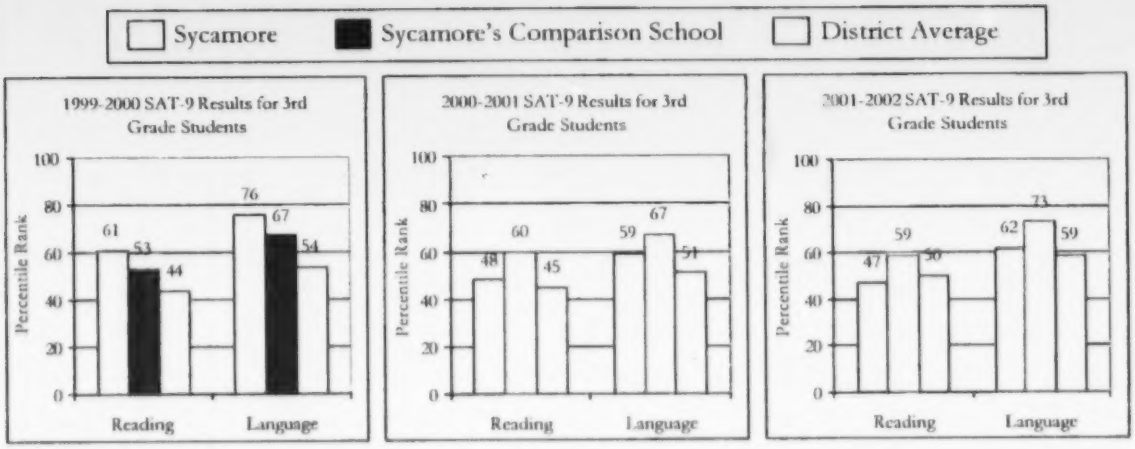


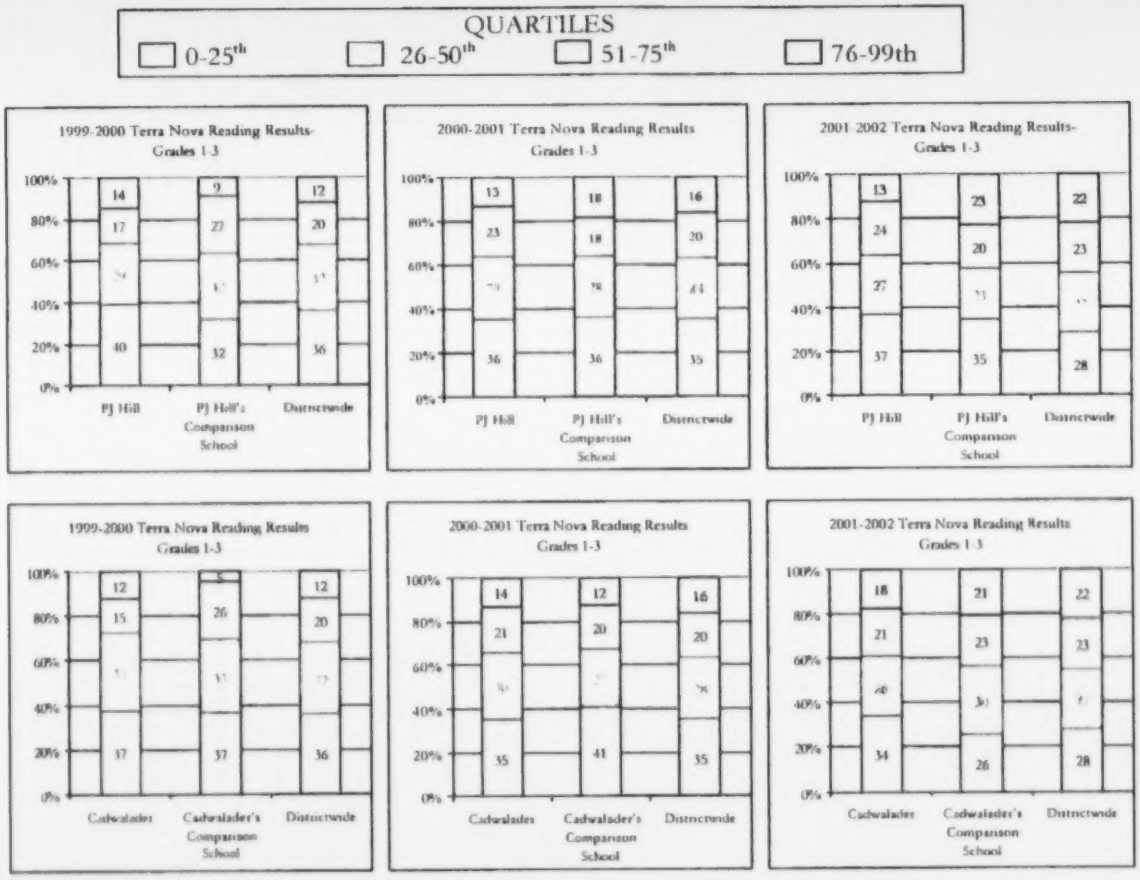
4. Trenton

The district of Trenton provided us with student-level results for the Terra Nova test for three consecutive years—1999-2000, 2000-2001, 2001-2002. The test has a Reading and Language portion as well as a Mathematics section. In 1999-2000, Trenton tested the second and third grade in Reading and Language with the Terra Nova. In 2000-2001 they expanded the tested grades to include the first grade. Below are the results of the Terra Nova for the Reading and Language portions of the exam for each Cornerstone school. The data are presented in a stacked bar chart, with each segment representing the percent of students in a particular quartile. In schools that are increasing their students' scores, there would be a decrease in the lowest two segments, indicating a decrease in the percent of students falling in the bottom two quartiles, and a corresponding increase in the upper two sections. Thus far, there is no clear change in the test results for students in the Cornerstone schools in Trenton.

The Trenton School District has 14,180 students (69% African American, 5% white and 25% Hispanic) in 24 schools (18 elementary, 4, middle, 2 high). About three quarters of the students qualify for free or reduced lunch.

Cadwalader Elementary School enrolls almost 300 (94% African American and 6% white) students in grades preK-5. About 85% of the students qualify for free or reduced lunch. In 2000-2001, 36% of the students entered or left the school during the course of the school year.

P.J. Hill Elementary School enrolls about 500 (93% African American and 7% white) students in grades preK-5. About 78% of the students qualify for free or reduced lunch. In 2000-2001, 25% of students entered or left during the course of the school year.



In general, both Cornerstone schools show a small and steady increase in the percent of students in the top two quartiles. In 1999-2000 PJ Hill had 31% of its students scoring in the top two quartiles, and in 2001-2002, 37% of students were in the top two quartiles. At Cadwalader in 1999-2000, 27% of students scored in the top two quartiles, and in 2001-2002, 39% of students did the same. However this pattern is also evident in all the district's elementary schools, as well as in the two comparison schools, indicating that this may be an effect of administering the same test over three years.

The paired tables on the next page display the testing results for a cohort of students who remained in a Cornerstone school and were tested in both 2000-2001 and 2001-2002, as well as for a cohort of students who remained in the comparison schools for two years. There is no strong pattern of improvement across those two years for either Cornerstone or comparison school students. The Cornerstone schools show a decrease in the percent of students scoring in the top

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two quartiles (51-99) between 2000-2001 and 2001-2002 on both portions of the test. The comparison schools showed a slight increase in the percent of students scoring in the top two quartiles on both tests, for those students who were in second grade in 2000-2001 and in third in 2001-2002. For the first graders in 2000-2001 (who were second graders in 2001-2002), there was a decrease in the percent of students in the top two quartiles on both portions of the test for both Cornerstone and comparison schools, however the decrease was much sharper in the comparison schools.

Cornerstone Schools

	Terra Nova Reading				Terra Nova Language			
	2000-2001	2001-2002	2000-2001	2001-2002	2000-2001	2001-2002	2000-2001	2001-2002
	Grade 1	**Grade 2**	**Grade 2**	**Grade 3**	**Grade 1**	**Grade 2**	**Grade 2**	**Grade 3**
0-50	56.1	59.8	65.3	71.6	54.9	65.9	65.3	70.5
51-99	43.9	40.2	34.7	28.4	45.1	34.1	34.7	29.5
N	82	82	95	95	82	82	95	95

Comparison Schools

	Terra Nova Reading				Terra Nova Language			
	2000-2001	2001-2002	2000-2001	2001-2002	2000-2001	2001-2002	2000-2001	2001-2002
	Grade 1	**Grade 2**	**Grade 2**	**Grade 3**	**Grade 1**	**Grade 2**	**Grade 2**	**Grade 3**
0-50	36.5	66.7	69.2	64.1	43.5	63.1	66.7	61.5
51-99	63.5	33.3	30.8	35.9	56.5	36.9	33.3	38.5
N	85	84	78	78	85	84	78	78

Phase II Schools

1. Bridgeport

We have been negotiating with Bridgeport to obtain the results of the DRA assessments given in all the district's elementary schools, and we hope to receive these results in a student-level file. The district also administered the Stanford Achievement Test (SAT-9) in grades 2-8 in 2000-2001 and 2001-2002. However they have discontinued the use of this test for the current and future school years.

2. Greenwood

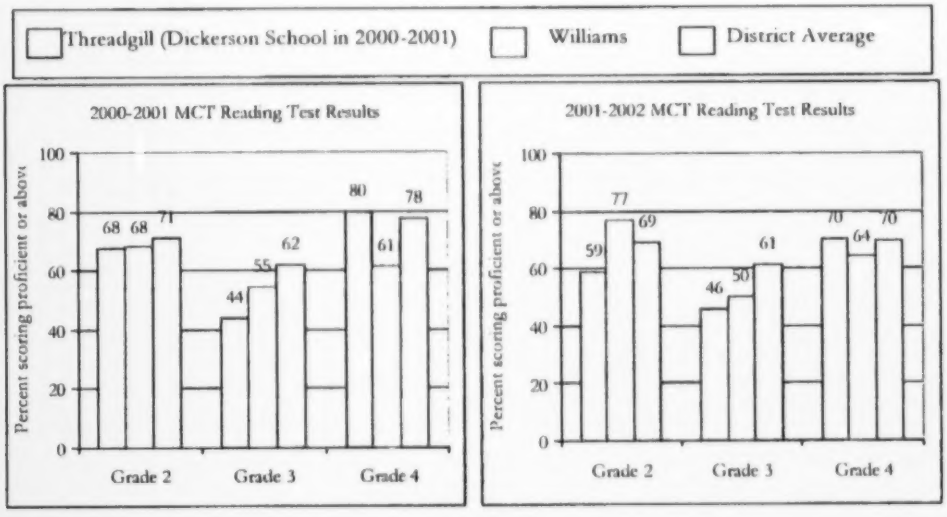
The charts presented below show the percent of students scoring at the proficient or the advanced[19] levels on the Reading and Language sections of the Mississippi Curriculum Test (MCT) exam for grades 2, 3, and 4 , at Threadgill Elementary, Williams Elementary and the district as a whole.[20] There are four elementary schools in the district; two are Cornerstone. One of the two non-Cornerstone schools enrolls much wealthier and higher achieving students than the two Cornerstone schools.[21]

The scores at Threadgill Elementary School[22] overall showed a slight decrease across the two school years. At Williams Elementary School, scores went up in the second grade on the Reading test and in the second and fourth grade on the Language test.

The Greenwood Public School District enrolls about 3, 740 students (88% African American, 11% white) in six schools (4 elementary, 1 junior high and 1 high). Overall, about 82% of the students qualify for free or reduced lunch and less than 1% are classified as English language learners.

Threadgill Elementary is a K-6 school with more than 700 students. Almost all the students are African American and qualify for free or reduced lunch. In summer 2001, Dickerson Elementary School moved to a new building (which had formerly been a high school) and became Threadgill Elementary School.

Williams Elementary is a K-6 school with approximately 400 students. Almost all the students are African American and qualify for free or reduced lunch.



[19] The MCT exam divides students into four groups based on their performance: basic, minimal, proficient or advanced.
[20] The district of Greenwood has recently provided student-level data for the 2000-01 and 2001-02 testing administrations. We are currently cleaning these data.
[21] We are collecting demographic data to allow us to establish to what degree the two elementary schools in Greenwood are a match for either of the Cornerstone schools.
[22] In 2000-2001, this school was called Dickerson Elementary School. In summer 2001, the school moved to a new building (originally a high school) and became Threadgill Elementary School.

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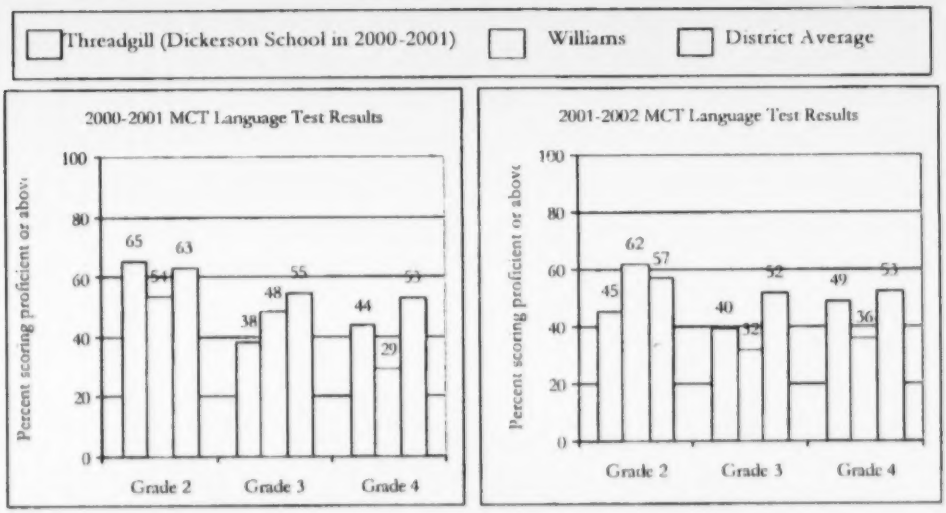

Cornerstone Assessments in Cornerstone and Comparison Schools

The 2001-2002 Cornerstone assessment results have not yet been compiled in a database. Cornerstone will provide these results to us when they become available. During the 2001-2002 school year, administration of the Cornerstone assessments took place once in each school between November and March.

For the 2001-2002 school year, we will not have comparable data for comparison school students on the DRA assessment. Cleveland rejected Cornerstone's request to test in the comparison schools, claiming their students were already over-tested. In Jackson, Philadelphia, and Trenton, even after agreement to test students was obtained, districts were reluctant to follow-through on the plan to test students in comparison schools. Because it is very difficult to persuade comparison schools to do the testing and then additionally to ensure that it is done correctly (the test must be administered to a randomly stratified sample of children divided into low, medium and high levels by a qualified practitioner), we will not pursue testing the comparison school children with the DRA. Therefore we will not have comparable data to the Cornerstone assessments from the comparison schools.

However, three of the districts (Springfield, MA; Bridgeport, CT; and New Haven, CT) that have joined Cornerstone administer the DRA in the early grades. We are hopeful that we will be able to obtain these assessment results and use them to compare Cornerstone and comparison schools in these three districts.

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APPENDICES

I. Selection and Description of the Comparison Schools

II. Interview Protocols

   a. Interview Questions for Coaches

   b. Interview Questions for Principals

   c. Interview Questions for Critical Friends

   d. Interview Questions for the District Strategy Manager

   e. Interview Questions for District Superintendent

   f. Interview Questions for Cornerstone Staff

   g. Interview Questions for Comparison School Principals

   h. Interview Questions for Comparison School Teachers

III. Background Surveys

   a. Coach Background Survey

   b. Principal Background Survey

IV. Online Teacher Survey

I. Selection and Description of Comparison Schools

Selection of Comparison Schools

To select schools most comparable to Cornerstone schools in each district, data was requested from district personnel and collected from city and state websites. Using a combination of the two data sources, we calculated the differences for Cornerstone schools and potential comparison schools in each district. We used school size, students' free lunch eligibility, students' race/ethnicity, the percent of students who are English language learners, students' average attendance, percent of students designated as receiving special education services, the standardized test performance of students, student mobility, and teacher characteristics (such as certification and attendance) to choose comparison schools. We were able to obtain the majority of these variables for all districts. The table below shows the selection variables for each district. These data are currently being gathered from Greenwood to establish the comparability of the two other elementary schools in the district.

	Bridgeport	Cleveland	Jackson	Talladega	Trenton
School size	X	X	X	X	X
Free lunch eligibility	X	X	X	X	X
Students' race/ethnicity	X	X	X	X	X
Percent English language learners	X	X	X		X
Students' average attendance	X	X		X	X
Percent of students receiving special education services	X	X	X		X
Standardized test results in Math and Reading	X	X	X	X	X
Student mobility	X	X	X		
Teacher characteristics (i.e. certification or attendance)	X	X		X	X

We computed the multivariate distances between the schools, using all the available variables for each district. These distances summarized the differences between the schools on all variables. We then sorted the non-Cornerstone schools according to their similarities to Cornerstone schools. The result was a separate, ranked list of schools that we presented to each Cornerstone district strategy manager, as our recommendations for comparison schools for each Cornerstone school.

Using this procedure, we were able to make close matches to all the Cornerstone schools, with the exception of the schools in Talladega and Greenwood. Talladega has only seven elementary schools, two of which are participating in Cornerstone. Because of the small number of schools to choose from, only one Cornerstone school could be matched to a comparison school.

Description of Comparison Schools

Most of the comparison schools are implementing whole-school reform or literacy-based programs, such as:

- Modern Red Schoolhouse
- Adaptive Learning Environment Model (ALEM)
- Accelerated Reader
- Invitation to Literacy
- Balanced Literacy
- Celebrate Reading
- Voyager
- Institute for Learning
- Carbo Reading Styles

Similarities between the Cornerstone program and the programs listed above include several common classroom practices and school/districtwide peer coaching efforts. Most of the programs used in comparison schools include a balanced approach to literacy and the use of an uninterrupted literacy block. Classroom activities focus on phonological awareness, reading aloud, grouping by reading ability, and writing. Many teachers have also arranged their classrooms into learning centers and make an effort to display student work. Additionally, many of the other literacy programs emphasize the importance of high-quality children's literature, and many new basal-type books are being reorganized as anthologies of literature.

As schools and districts adopt these approaches to literacy teaching, they are often renaming the school-based reading specialists. Previously, school-based reading specialists were primarily responsible for working directly with children (either in remedial or enrichment sessions). Now, many school-based reading specialists are called literacy coaches, lead teachers or facilitators and their duties include helping teachers improve their classroom literacy practices. Teachers in one comparison school participate in a book club and are reading the popular book, *Mosaic of Thought.*

However, unlike Cornerstone schools, the comparison schools do not have as coordinated or as extensive an approach to professional development, and rarely include the intensive focus available to Cornerstone schools through videoconferencing, site visits, school review, and learning institutes. Those interviewed said that training for each of the programs is available, usually from the publisher when the program is first implemented; otherwise, teachers seek out other professional development opportunities on their own or through the district

Given that many of the comparison schools have implemented programs that have characteristics similar to Cornerstone, it is surprising that many of those interviewed in the comparison schools did not have much knowledge about Cornerstone. Many teachers and principals had heard of the program, but didn't know any of the specifics; in a few cases, comparison school staff had not heard of Cornerstone at all. Principals who were aware of Cornerstone were usually enthusiastic. One principal said, "I would jump onto Cornerstone if I had an opportunity."

II. Interview Protocols

Interview Questions for Coaches

Thank you for agreeing to participate. The purpose of our visit is to develop a better understanding of early childhood literacy and professional development practices in your school, as part of our evaluation of the Cornerstone early childhood literacy initiative. Your participation in this interview is strictly voluntary, and will take approximately 1 hour for the interview and 20 minutes for the survey. If you choose to take part in this study, you will be asked to answer questions about literacy practices and professional development in your school. You may choose not to answer any question and/or to withdraw from the interview at any time, without any negative consequences for you. There are no correct or incorrect answers. Rather than focusing on individuals, our evaluation concentrates on determining the nature and extent of the implementation of the Cornerstone initiative and its impact on student literacy across all schools participating in the initiative.

All information supplied by you will be strictly confidential. No names or other identifiers will be used in our reports.

District _____ School_____

Interviewer_____ Interviewee_____

Date_____ Time/duration_____

I) Selection Process

We are interested in knowing how coaches were selected in your school.

1. How were you selected to be a Cornerstone coach? Were teachers consulted? Principal made a unilateral decision? Other teachers' reactions to process?

II) Your Day

1. How is your time divided between your Cornerstone responsibilities and your teaching responsibilities?

III) Professional Development & Training

Next is a series of questions about the training that you've received or provided since joining Cornerstone.

1. What kind of training did you receive to become a coach?
2. What kind of training has Cornerstone provided for you, for other teachers and for the principal?
   - *Prompt: Does that include Cornerstone staff development around literacy teaching strategies, attending workshops, conferences or training sessions? If yes, when did that start and how often?*

3. Do you organize book study groups for the teaching staff?

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- How often?
- How is time carved out for these groups? *(During faculty meeting time? After school?)*
- What is the focus of these groups?
- Have you received any feedback about the study groups? Of what sort? *(from other teachers, the principal, or Cornerstone staff?)*

4. Do you organize demonstration classrooms for other K-3 teachers?
   - How often?
   - Have you received any feedback about the demonstrations classrooms? Of what sort? *(from other teachers, the principal, or Cornerstone staff?)*
5. Have you participated in video-conferences related to Cornerstone?
   - What topics were discussed?
   - With whom did you video-conference?
   - Did you find the video-conference(s) useful?
6. Are there any aspects of Cornerstone that you're involved with that we haven't covered, or that you want explain further?

IV) Implementation of Cornerstone

Next are questions about how the implementation of Cornerstone has changed the practices of your school.

1. Right now, do you now use any additional literacy programs in concert with Cornerstone? *[a comprehensive school reform (SFA, Comer, Accelerated Schools) or a publisher's program (basals), or Accelerated Reader or Guided Reading or Reading Recovery, etc?]*
2. What level of support do you get in implementing Cornerstone initiatives from the principal?
3. Do you have leadership team meetings? How often? What's discussed?
4. How often do you work with your school's critical friend? What do you work on?
5. Cornerstone expects all K-3 classrooms to provide the opportunity for students to read aloud; for shared writing time, for students to share and teach each other; and for a daily 60-90 minute literacy block.
   - What percent of K-3 classrooms are set up according to these principles?
   - What are the barriers to making it possible for all K-3 classrooms to fully implement all these activities?
6. To what extent have you or anyone else in your school worked with parents to help them understand their children's literacy development?
   - Please describe Cornerstone's contribution to increasing parental involvement, if there is any.

V) Cornerstone Assessments

Please describe the role of Cornerstone assessments in your school.

1. Is your school using the Cornerstone assessments to assess literacy levels in your students?
   - Which ones (DRA, MPIR, the writing sample)?

- How many of the students?
- In what grades?

- Who administers the tests?

2. How accurately do you think the Cornerstone assessment results reflect student literacy levels?
3. Do classroom teachers use the results of the Cornerstone assessments? How?
4. Does your school use the Asset Map process to establish school-wide goals?
   - How often have you done the Asset Mapping process in your school?
   - Who was involved in the process (teachers, coaches, Cornerstone staff?)?
   - Did you receive training in using the results of the Asset Map?
   - How useful do you find the process and results of the Asset Map?

VI) Cornerstone's Impact on Your School

The next questions deal with the impact Cornerstone has had on your school.

1. Has Cornerstone changed your method of teaching literacy and the daily activities in your classroom? If yes, in what way?
2. Has Cornerstone changed the method of teaching literacy and the daily activities in other K-3 classrooms? If yes, in what way?
3. Do you foresee Cornerstone changing the student achievement in this school as measured by standardized tests?
4. Do you see an impact on the students in upper grades of the school? The teachers in the upper grades?

Are there any aspects of Cornerstone that you're involved with that we haven't covered, or that you want explain further? Strengths, favorite parts, weaknesses, concerns?

Interview Questions for Principals

Thank you for agreeing to participate. The purpose of our visit is to develop a better understanding of early childhood literacy and professional development practices in your school, as part of our evaluation of the Cornerstone early childhood literacy initiative. Your participation in this interview is strictly voluntary, and will take approximately 45 minutes [20 minutes for the survey]. If you choose to take part in this study, you will be asked to answer questions about literacy practices and professional development in your school. You may choose not to answer any question and/or to withdraw from the interview at any time, without any negative consequences for you. There are no correct or incorrect answers. Rather than focusing on individuals, our evaluation concentrates on determining the nature and extent of the implementation of the Cornerstone initiative and its impact on student literacy across all schools participating in the initiative.

All information supplied by you will be strictly confidential.

District _____ School_____

Interviewer_____ Interviewee_____

Date_____ Time/duration_____

I) Training to Implement Cornerstone

First, we would like to know about the professional development and training that you've received since joining Cornerstone.

1. Please describe the type of training you and your teachers received from Cornerstone about how to implement the initiative in your school? *(# of times length, type, etc)*

II) Implementation of Cornerstone

Next is a series of questions about the implementation of Cornerstone and how it has affected the practices of your school.

1. Prior to the Cornerstone initiative, what was the approach to teaching literacy in your school?
   - Did your school use any specific literacy programs? *[a comprehensive school reform (SFA, Corner, Accelerated Schools) or a publisher's program (basals), or Accelerated Reader or Guided Reading or Reading Recovery, etc?]*
2. Does your school currently use any other literacy programs in concert with Cornerstone?
3. Have you structured the academic schedule and calendar to support Cornerstone's development work? If yes, how?
4. How do you organize your faculty meetings? Do you discuss literacy strategies during faculty meeting time? How often?
5. Does your school have book study groups? Are they mandatory? Who attends? Who organizes? How often? How useful?
6. Do you have leadership team meetings? How often? What's discussed?
7. How often do you work with your school's critical friend? What's discussed?
8. Are the parents of your students actively involved in your school? In what way? *(Prompt: parent volunteers in the classroom, parent volunteers in other school affairs, parents assisting with their children's homework).*
   - Has Cornerstone helped the school develop methods for increasing parental involvement in your school? How? What?

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9. What level of support do you get from the district in implementing the Cornerstone initiative?
10. Have you had opportunities to talk about the Cornerstone initiative with other schools in the district? If yes, what did this involve?

III) Cornerstone assessments

Please describe the role of Cornerstone assessments in your school.

5. Is your school using the Cornerstone assessments to assess literacy levels in your students?
    - Which ones (DRA, MPIR, the writing sample)?
    - How many of the students?
    - In what grades? When?
    - Who administers the tests?
6. How are the results of the assessments used? Have you found them to be useful?
7. Does your school use the Asset Map process to establish school-wide goals?
    - How often have you done the Asset Mapping process?
    - Who was involved in the process (teachers, coaches, Cornerstone staff?)?
    - How useful do you find the process and results of Asset Mapping?
8. Have you used the results of your Cornerstone annual school review? How?

IV) Cornerstone's Impact on Your School

The last set of questions deal with the impact of Cornerstone on your school.

1. Have you noticed changes in the school environment since implementing Cornerstone? If so what changes?
2. Do you foresee Cornerstone changing student achievement in this school as measured by standardized tests?
3. Do you see Cornerstone having an impact on the students in upper grades of the school? The teachers in the upper grades?

Are there any aspects of Cornerstone that you're involved with that we haven't covered, or that you want explain further? Strengths, favorite parts, weaknesses, concerns?

Interview Questions for Critical Friends

Thank you for agreeing to participate. The purpose of our visit is to develop a better understanding of early childhood literacy and professional development practices in your school, as part of our evaluation of the Cornerstone early childhood literacy initiative. Your participation in this interview is strictly voluntary, and will take approximately 45 minutes [20 minutes for the survey]. If you choose to take part in this study, you will be asked to answer questions about literacy practices and professional development in your school. You may choose not to answer any question and/or to withdraw from the interview at any time, without any negative consequences for you. There are no correct or incorrect answers. Rather than focusing on individuals, our evaluation concentrates on determining the nature and extent of the implementation of the Cornerstone initiative and its impact on student literacy across all schools participating in the initiative.

All information supplied by you will be strictly confidential.

District _____

Interviewer_____ Interviewee_____

Date_____ Time/duration_____

I) Selection & Training

1. How were you selected to be a Cornerstone critical friend?
   - How did you find out about Cornerstone?
   - Did you have a previous relationship with the district?
2. Do you currently have another job within the district or working in other schools?
3. How long have you been a critical friend in your district?
4. What kind of training did you receive to become a critical friend? What was Cornerstone's role in your training?

II. IMPLEMENTATION

5. How often do you visit each school?
6. Do you meet with coaches separately from other teachers? How often? What do you discuss/do in these meetings?
7. Do you attend book study groups with the teaching staff at either school? What is your role at these meetings?
8. Have you organized demonstration classrooms in the schools? How often?
9. Are you providing training for the teachers focused on the Cornerstone literacy framework?
10. Did you assist with the Asset Mapping process in your schools? When?
    - Did you provide training on using the results of the Asset map?
    - How have the teachers reacted to your presence in the school?

11. Do you work with other teachers (non-coaches) in the school in any other capacity?
12. Do you participate in video-conferences? How Often? With whom? What topics were discussed?
13. Do the schools have leadership team meetings? How often? What's discussed? Do you attend?
14. Do you meet with the principals separately from the leadership team mtgs? How often? What's discussed?
15. What level of support do you get in implementing Cornerstone initiatives from the principals?
16. Do you meet with the superintendent regularly? Alone or with the principals?
17. Do you have formal meetings with the Cornerstone staff to discuss your work in the schools? How often?
18. Do you also informally communicate with Cornerstone staff on a regular basis?
19. What types of support for your work do you get from Cornerstone?

III) Cornerstone Assessments

20. Have the schools used the Cornerstone assessments to assess literacy levels in the k-3 students?
- Did you assist in process
- Who administers the tests?

21. What do you think about the assessment tools? Do you think they accurately reflect student literacy levels?
22. Have the classroom teachers in your schools used the results of the Cornerstone assessments? How?

IV) Cornerstone's Impact on the Schools

23. Cornerstone expects all K-3 classrooms to provide the opportunity for students to read aloud; for shared writing time, for students to share and teach each other; and for a daily 60-90 minute literacy block.
24. What do you see as the challenges to making it possible for all K-3 classrooms to fully implement all these activities in the schools you work in?
25. Do you see Cornerstone making an impact on the teachers and students in upper grades of the schools? In what way?

Are there any aspects of Cornerstone that you're involved with that we haven't covered, or that you want explain further? Strengths, favorite parts, weaknesses, concerns?

Interview Questions for the District Strategy Manager

Thank you for agreeing to participate in our interview. The purpose of this interview is to develop a better understanding of early childhood literacy and professional development practices in your district, as part of our evaluation of the Cornerstone early childhood literacy initiative. Your participation in this interview is strictly voluntary, and will take approximately 45 minutes. If you choose to take part in this study, you will be asked to answer questions about literacy practices and professional development in the district you work in. You may choose not to answer any question and/or to withdraw from the interview at any time, without any negative consequences for you. There are no correct or incorrect answers. Rather than focusing on individuals, our evaluation concentrates on determining the nature and extent of the implementation of the Cornerstone initiative and its impact on student literacy across all schools participating in the initiative.

All information supplied by you will be strictly confidential. No names or other identifiers will be used in our reports.

District _____ Date_____

Interviewer_____ Interviewee_____

I) GENERAL BACKGROUND QUESTIONS

1. What is your official position in the district? What's your role?
2. Do you know how your district became involved with Cornerstone?
3. How was it decided which schools would become Cornerstone in your district?
4. How were coaches and critical friends selected?
5. Are any of the elementary schools implementing comprehensive school reform programs? *[(SFA, Comer, Accelerated Schools, Modern Red Schoolhouse]* Which ones?

II) LITERACY—series of questions about your district's approach to literacy

6. Do district elementary schools use particular literacy programs/strategies? [*Accelerated Reader, Guided Reading, Balanced Literacy, Four Blocks, Breakthrough to Literacy, or Reading Recovery, etc?]*
   - Are any mandated or recommended by the district or state?
   - Are there any particular theories of literacy learning behind the programs?

7. Does the district elementary schools use a particular brand of Basal Readers ? Which ones?
   - Are any mandated or recommended by the district or state?
   - Is there any particular theory of literacy learning focused on by these basals?

8. Do the elementary schools in your district have a literacy block?
   - Is the literacy block mandated or recommended by the district or state?
   - Are there structured activities during this time?
   - Was there district-wide rescheduling done to accommodate this?
   - Was there training provided to help teachers understand how to use the time?

9. Do the elementary schools have professional development for teachers focused on literacy?
    - Is it provided by the district or state?
    - Who provides it?
    - How is time created for this?
    - Are there any particular theories of literacy learning behind it?

10. Does the district have a staff person responsible for literacy development in the elementary schools in the district? Please describe their responsibilities.

11. What assessments do the schools use to assess student literacy?
    - Are there a district wide or statewide mandated tests?

III) QUESTIONS ABOUT CORNERSTONE

12. Have you been on any Cornerstone school review teams?

13. Do you meet with the Cornerstone critical friend? How often?

14. Do you meet with the superintendent to discuss what's going on in the Cornerstone schools?
    - How often?

15. Are you in contact with Cornerstone staff through videoconferencing or other means?
    - How often? What do you discuss?

16. How often do you meet with the principals of schools in your district?
    - How often are there discussions about Cornerstone among the principals, formally and/or informally?

17. Do you visit the Cornerstone schools? How often?
    - Have you observed a book study group?
    - Have you observed a literacy block?

18. Have you seen changes in the Cornerstone schools since they've implemented Cornerstone? How have they changed?

19. What do you see as the main challenges facing Cornerstone initiative in the CS schools?

20. Does the district have a plan about how to expand Cornerstone to other schools in the district?

    - Is there timeline for this?
    - From your knowledge of the district, what will be their method of assessing the effectiveness of CS? ?

21. What do you see as the challenges facing Cornerstone in terms of spreading district-wide?

Are there any aspects of Cornerstone that you're involved with that we haven't covered, or that you want explain further? Strengths, favorite elements, weaknesses, concerns?

Interview Questions for District Superintendent

The purpose of our visit is to develop a better understanding of early childhood literacy and professional development practices in your district, as part of our evaluation of the Cornerstone early childhood literacy initiative. Your participation in this interview is strictly voluntary, and will take approximately 45 minutes. If you choose to take part in this study, you will be asked to answer questions about literacy practices and professional development in your district. You may choose not to answer any question and/or to withdraw from the interview at any time, without any negative consequences for you. There are no correct or incorrect answers. Rather than focusing on individuals, our evaluation concentrates on determining the nature and extent of the implementation of the Cornerstone initiative and its impact on student literacy across all schools participating in the initiative.

All information supplied by you will be strictly confidential.

District _____

Interviewer_____ Interviewee_____

Date_____ Time/duration_____

How long have you been the Superintendent of this district?

How and when did your district get involved with the Cornerstone initiative?

Why did you decide to take on Cornerstone in your district?
What about Cornerstone appealed to you?

How were the Cornerstone schools in your district selected?

How was your district strategy manager selected? Do you know how your district's critical friend was selected?

How often do you discuss Cornerstone related matters with your district strategy manager?

Have you visited the Cornerstone schools in your district?
What aspects of Cornerstone did you see in action?
What did you think of it?

On what occasions have you been to Cornerstone-related events? [Regional meetings, meetings with Steve, within district events?]
How would you characterize them?

Are you in regular contact with Cornerstone national staff?
Who? Why?

Cornerstone requires the district to pay for a portion of the costs. What percentage has the district contributed and how was the money used? Who decided how it would be spent?

Cornerstone expects that the district will eventually take on the cost and management of the initiative if it is successful.

What criteria will you use to decide whether Cornerstone is successful?

Is there currently a timeline for spreading Cornerstone to the other schools in the district?

Do you see evidence of Cornerstone literacy practices in non-Cornerstone schools in the district?

Other comments about Cornerstone?

Interview Questions for Cornerstone Staff

Thank you for agreeing to participate in our interview. The purpose of our interview is to develop a better understanding of early childhood literacy and professional development practices as part of our evaluation of the Cornerstone early childhood literacy initiative. Your participation in this interview is strictly voluntary, and will take approximately 45 minutes. If you choose to take part in this study, you will be asked to answer questions about literacy practices and professional development in the Cornerstone schools and the culture of the Cornerstone organization. You may choose not to answer any question and/or to withdraw from the interview at any time, without any negative consequences for you. There are no correct or incorrect answers. Rather than focusing on individuals, our evaluation concentrates on determining the nature and extent of the implementation of the Cornerstone initiative and its impact on student literacy across all schools participating in the initiative.

All information supplied by you will be strictly confidential.

Interviewer_____ Interviewee_____

Date_____ Time/duration_____

What is your role at Cornerstone?

What do you consider your area of expertise?

Do you do demonstration lessons?

How long have you been with Cornerstone?

What were you doing before Cornerstone or what do you now in addition to Cornerstone?

How did you become part of Cornerstone?

How would you describe your level and modes of contact w Cornerstone staff? How often do you meet with all Cornerstone staff (Philly + folk from outside of Philadelphia)?

How have the materials for Cornerstone been developed?

Do you know how were the roles created (critical friends, dist strategy, coaches)?

Do you know how the districts that Cornerstone has chosen were selected?

How are coaches and critical friends and district strategy managers selected?

How often do have contact with the Cornerstone schools and their staff?

In what form? Is there a certain num of days you spend in each school? Visits, video conferencing, phone, email, etc

How is it decided when you need/should go to a school?

Have you been on a school review? How many schools did you go to? What do you think of the process?

On what other occasions were you in Cornerstone schools? (What was your role at those times)?

What do you see as the main successes of Cornerstone?

What do you see as the main challenges facing Cornerstone?

What were some of the problems in the last two years and how were those problems dealt with?

What has changed from the beginning of the project and why (good and bad)?

Do you see evidence of Cornerstone spreading throughout the districts you work in?

What (if anything) has surprised you about the evolution of Cornerstone?

Could you describe the culture of the Cornerstone organization?

What do you see as not working currently and how would you deal with those issues?

Are there any other important issues or elements of your role that we have not covered?

Interview Questions for Comparison School Principals

Thank you for agreeing to participate in our interview. The purpose of this interview is to develop a better understanding of early childhood literacy and professional development practices in your school, as part of our evaluation of the Cornerstone early childhood literacy initiative. Your participation in this interview is strictly voluntary, and will take approximately 30 minutes. If you choose to take part in this study, you will be asked to answer questions about literacy practices and professional development your school. You may choose not to answer any question and/or to withdraw from the interview at any time, without any negative consequences for you. There are no correct or incorrect answers.

All information supplied by you will be strictly confidential. No names or other identifiers will be used in our reports.

District _____ School_____

Interviewer_____ Interviewee_____

Grade Config_____ Approx enrollment_____

How long have you been a principal in this school?

Does your school implement any comprehensive school reform program? *[SFA, Comer, Accelerated Schools, Modern red schoolhouse]*

In your school, are you currently using any particular literacy programs? [*Accelerated Reader, Guided Reading, Balanced Literacy, Four Blocks, Breakthrough to Literacy, or Reading Recovery, etc?]*

- Which ones?
- Which grades are they used in?

Does your school use a particular brand of Basal reader? What type? Across all classrooms?

Do you do balanced literacy? Any particular program for this?

- What sort of training did teachers receive?

Do you use guided reading? Any particular program for this?

- What sort of training did teachers receive?

Does your school have a literacy block?

- How long is it?
- How long has it been implemented?
- What is structure of literacy block? Are there particular activities that should be going on during the literacy block?
- Do teachers use this time solely for literacy learning?

Are there professional development activities in your school for teachers focused on student literacy?

- Provided by whom?
- What sort of theory of literacy lay behind the pd?
- What was the effect?

Have the teachers in your school received training on changing the classroom environment?

Have the teachers received training on modeling for students strategies to use when reading to improve comprehension?

Does your school have anything like teacher-coaches or teacher-leaders., who provide help to other teachers, either by doing demonstration classes or opening their own classes to others to observe?

Does your school have book study groups for teachers? What books?

How do you assess student literacy in your school? Do you use any assessments in addition to the district or state standardized assessments?

Is there a person in your school whose responsibility it is to focus on school wide literacy practices? What does she/he do? What theory of literacy

Have you heard of the Cornerstone initiative?

What do you know about it?

How did you find out about it?

Interview Questions for Comparison School Teachers

Thank you for agreeing to participate in our interview. The purpose of this interview is to develop a better understanding of early childhood literacy and professional development practices in your school, as part of our evaluation of the Cornerstone early childhood literacy initiative in your district. Your participation in this interview is strictly voluntary, and will take approximately 30 minutes. If you choose to take part in this study, you will be asked to answer questions about literacy practices and professional development in your school. You may choose not to answer any question and/or to withdraw from the interview at any time, without any negative consequences for you.

All information supplied by you will be strictly confidential. No names or other identifiers will be used in our reports.

District _____ School_____
Interviewer_____ Interviewee_____
Grade Config_____ Approx enrollment_____

How long have you been a teacher in this school?

What grade do you teach? What subject area do you teach?

Does your school implement any comprehensive school reform program? *[(SFA, Comer, Accelerated Schools, Modern red schoolhouse]*

Does your school use any particular literacy programs/strategies schoolwide? [*Accelerated Reader or Guided Reading or Reading Recovery, etc?]*
Which ones?
Which grades are they used in?

Do you do balanced literacy? What does this mean to you? Any particular program for this? What sort of training did teachers receive?

Do you use guided reading? What does this mean to you? Any particular program for this? What sort of training did teachers receive?

Does your school use a particular brand of Basals? What type?

Does your school have a literacy block?
How long is it? How frequently?
How long has it been implemented?

What is structure of literacy block? What are the activities that go on?

Do teachers use this time solely for literacy learning?
Are there professional development activities in your school for teachers focused on student literacy?
Provided by whom?

What sort of theory of literacy lay behind the pd?
How effective do you think it was?

Have the teachers in your school received training on changing the classroom environment?

Have the teachers received training on modeling for students strategies to use when reading to improve comprehension?

Does your school have anything like teacher-coaches or teacher-leaders., who provide help to other teachers, either by doing demonstration classes or opening their own classes to others to observe?

Does your school have book study groups for teachers? What books?

How do you assess student literacy in your school? Do you use any assessments in addition to the district or state standardized assessments?

Is there a person whose responsibility it is to focus on school-wide literacy practices? What does she/he do? What theory of literacy

Have you heard of the Cornerstone initiative?

What do you know about it?
How have you been heard about it?

III. Background Surveys

Coach Background Survey

Thank you for agreeing to participate. The purpose of our research is to develop a better understanding of early childhood literacy and professional development practices in your school, as part of our evaluation of the Cornerstone initiative. Your participation in this survey is strictly voluntary, and will take approximately 20 minutes. All information supplied by you will be strictly confidential.

I) About you

1. Including this year, how many years of experience have you had as a full-time teacher in this school?
_____**years**

2. *Before* coming to this school, how many years of experience have you had as a full-time teacher in other public or private schools? _____ **years**

3. In which school do you currently work?

Cadwalader	Charles Lake	Harrington	Henry C. Lea	Patton J. Hill	Scranton
☐	☐	☐	☐	☐	☐

4. What is your primary teaching assignment? (Please check only one)

- ☐ A regular classroom, teaching most subject areas
- ☐ Reading/Language Arts specialist
- ☐ Special education
- ☐ ESL/Bilingual teacher
- ☐ History/social studies specialist
- ☐ No primary affiliation with a single subject
- ☐ Other (please specify)_____

5. During this school year, which grades do you teach at this school? (Circle all that apply)

Kindergarten **1st** **2nd** **3rd** **4th** **5th** **6th** **7th** **8th** **un-graded**

6. Do you have a BA, BS, or some other four-year college degree? Yes __ No __
If yes, what was your major subject area of study? _____

7. If applicable, please check all advanced degrees you have earned.

a. Master's in education ☐
b. Master's in an academic subject ☐
c. Doctorate in education ☐
d. Doctorate in an academic subject ☐
e. Other degree ☐

8. What type of teaching certificates do you have? Please list all (e.g. elementary education, early childhood, special education, etc.).

1. _____ 2. _____
3. _____ 4. _____

II) Professional Development (Please check one for each activity.)

1. During this school year, how often have you attended workshops, conferences or training sessions *outside your school* specifically oriented toward Cornerstone activities?

At least once a week	Once or twice a month	Once or twice a semester	Once or twice a Year	Not at all
☐	☐	☐	☐	☐

2. On average, during this school year, how often have there been discussions about literacy teaching strategies in your school?

At least once a week	Once or twice a month	Once or twice a semester	Once or twice a Year	Not at all
☐	☐	☐	☐	☐

3. During this school year, how often have *you* participated in professional development activities focused on literacy teaching strategies?

At least once a week	Once or twice a month	Once or twice a semester	Once or twice a Year	Not at all
☐	☐	☐	☐	☐

4. Thinking about *all* of the Cornerstone professional development you have participated in during this school year, how useful would you say it was?

Very useful	Somewhat useful	Neutral	Rarely useful	Not at all useful
☐	☐	☐	☐	☐

5. How much has participating in Cornerstone professional development activities during this school year affected your literacy teaching practice?

Substantially	Moderately	Minimally	Not at all	Not applicable
☐	☐	☐	☐	☐

III) Implementation of Cornerstone (Please check one for each activity.)

1. Please indicate how often there is a 60-minute (or longer) literacy block?

	Daily	Once or twice a week	Once or twice a month	Once or twice a semester	Not at all	Don't Know
In Your Classroom	☐	☐	☐	☐	☐	☐
In Other K-3 Classrooms	☐	☐	☐	☐	☐	☐

2. If there is a 60-minute literacy block in your classroom, please indicate how often most students engage in the following:

During the literacy block	Daily	Once or twice a week	Once a week	Once or twice a month	Once a month or less	Not at all
Read aloud	☐	☐	☐	☐	☐	☐
Have shared writing time	☐	☐	☐	☐	☐	☐
Share/teach others	☐	☐	☐	☐	☐	☐
Focus on a deep or surface structure strategy	☐	☐	☐	☐	☐	☐
Read texts that vary in genre and difficulty	☐	☐	☐	☐	☐	☐

3. Please indicate about how often you:

	Once or twice a week	Once or twice a month	Once every two months	Once a semester	Annually	Not at all
Participate in Cornerstone videoconferences	☐	☐	☐	☐	☐	☐
Provide demonstration classes for other teachers	☐	☐	☐	☐	☐	☐
Facilitate book study groups for K-3 teachers	☐	☐	☐	☐	☐	☐
Meet with your principal to review and plan your Cornerstone activities	☐	☐	☐	☐	☐	☐
Have the principal visit your classroom during the literacy block	☐	☐	☐	☐	☐	☐
Work with your Cornerstone critical friend to plan and implement Cornerstone activities	☐	☐	☐	☐	☐	☐
Receive assistance from Cornerstone in effectively involving parents in students' learning	☐	☐	☐	☐	☐	☐

IV) Cornerstone's Impact (Please check one for each activity.)

1. To what extent has your involvement in the Cornerstone initiative improved your teaching this year?

Very much	Quite a bit	Some	A little bit	Not at all
☐	☐	☐	☐	☐

2. To what extent has your involvement in the Cornerstone initiative improved your understanding of literacy learning?

Very much	Quite a bit	Some	A little bit	Not at all
☐	☐	☐	☐	☐

3. To what extent has your involvement in the Cornerstone initiative improved your students' literacy skills?

Very much	Quite a bit	Some	A little bit	Not at all
☐	☐	☐	☐	☐

4. To what extent has your work as a teacher become more or less enjoyable since the implementation of Cornerstone in your school?

Much more	Somewhat more	The same	Somewhat less	Much less
☐	☐	☐	☐	☐

IV) Your Comments

Please add any additional comment you have about this survey or about the Cornerstone initiative.

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Thank you for participating in this survey!

Principal Background Survey

Thank you for agreeing to participate. The purpose of our research is to develop a better understanding of early childhood literacy and professional development practices in your school, as part of our evaluation of the Cornerstone initiative. Your participation in this survey is strictly voluntary, and will take approximately 20 minutes. All information supplied by you will be strictly confidential.

I) About You

1. How long have you been a principal in this school, including this year? _____ **years**

2. How many years were you a principal *before* coming to this school? _____ **years**

3. In which school do you currently work?

Cadwalader	Charles Lake	Harrington	Henry C. Lea	Patton J. Hill	Scranton
☐	☐	☐	☐	☐	☐

II) Professional Development (Please check one for each activity.)

1. During this school year, how often have you attended workshops, conferences or training sessions *outside your school* specifically oriented toward Cornerstone activities?

At least once a week	Once or twice a month	Once or twice a semester	Once or twice a year	Not at all
☐	☐	☐	☐	☐

2. On average, during this school year, how often have there been formal meetings about literacy teaching strategies in your school?

At least once a week	Once or twice a month	Once or twice a semester	Once or twice a year	Not at all
☐	☐	☐	☐	☐

3. During this school year, how many hours did *you* spend on professional development activities that focused on literacy teaching strategies in your school?

33 hours or more	17-32 hours	9-16 hours	1-8 hours	Not at all
☐	☐	☐	☐	☐

4. Thinking about *all* of the Cornerstone professional development that occurred in your school this year, how useful would you say it was for *you*?

Very useful	Somewhat useful	Neutral	Rarely useful	Not at all useful
☐	☐	☐	☐	☐

5. Thinking about *all* of the Cornerstone professional development that occurred in your school this year, how useful would you say it was for the *K-3 teachers*?

Very useful	Somewhat useful	Neutral	Rarely useful	Not at all useful
☐	☐	☐	☐	☐

III) Implementation of Cornerstone (Please check one for each activity.)

1. Please indicate how often there is a 60-minute (or longer) literacy block in your school?

Daily	Once or twice a week	Once or twice a month	Once or twice a semester	Once or twice a year	Not at all	Don't Know
☐	☐	☐	☐	☐	☐	☐

2. Please indicate about how often you:

	Daily	Once or twice a week	Once or twice a month	Once or twice a semester	Once or twice a year	Not at all
Visit classrooms during the literacy block	☐	☐	☐	☐	☐	☐
Meet with your school's coaches	☐	☐	☐	☐	☐	☐
Meet with your school's critical friend	☐	☐	☐	☐	☐	☐
Communicate with the Cornerstone staff	☐	☐	☐	☐	☐	☐
Provide formal opportunities for teachers to work on Asset Map related activities	☐	☐	☐	☐	☐	☐
Receive assistance from Cornerstone in how to involve parents in student learning	☐	☐	☐	☐	☐	☐
Participate in videoconferences with other principals and Cornerstone staff	☐	☐	☐	☐	☐	☐
Communicate with other principals and the district about Cornerstone activities in your school	☐	☐	☐	☐	☐	☐

IV) Current School Environment (Please check one for each activity)

1. To what extent is each of the following a problem in your school? Indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in your school.

	Serious problem	Moderate problem	Minor problem	Not a problem
Student tardiness	☐	☐	☐	☐
Student absenteeism	☐	☐	☐	☐
Teacher absenteeism	☐	☐	☐	☐
Students cutting class	☐	☐	☐	☐
Physical conflicts among students	☐	☐	☐	☐
Vandalism of school property	☐	☐	☐	☐
Student disrespect for teachers	☐	☐	☐	☐
Student apathy	☐	☐	☐	☐
Lack of parent involvement	☐	☐	☐	☐
Poor student health	☐	☐	☐	☐
Students come to school unprepared to learn	☐	☐	☐	☐

V) Your Comments

Please add any additional comment you have about this survey or about the Cornerstone initiative.

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Thank you for participating in this survey!

Thank you for participating in our survey.

Do not print this survey. Please respond to the survey online by using the Tab key or your mouse and scroll bar to move through the survey.

Please enter the code on your letter in the box below. Because we do not know who received each of the codes, there is no way to connect you to your responses.

1. Please enter your code here.

2. Do you teach at this school full-time?

Yes No

3. Including this year, how many years have you been a full-time teacher in this school?

4. BEFORE coming to this school, how many years had you been a full-time teacher in other public or private schools?

5. What is your primary teaching assignment? (Please check only one box.)

- A regular classroom, teaching most subject areas
- English/Reading/Language arts
- ESL/Bilingual education
- Mathematics
- Social studies or history
- Science
- Special education
- Computer science
- Home economics
- Music/Arts
- Health education
- Physical education
- Staff Developer
- Literacy Coordinator
- Vocational-Technical education

- [ ] Other (please specify)

6. What grade are you teaching this year? (Please check all that apply.)

- [ ] Pre-Kindergarten
- [ ] Kindergarten
- [ ] 1st Grade
- [ ] 2nd Grade
- [ ] 3rd Grade
- [ ] 4th Grade
- [ ] 5th Grade
- [ ] 6th Grade
- [ ] 7th Grade
- [ ] 8th Grade
- [ ] Ungraded/Multi-Grade classroom (elementary grades)
- [ ] Ungraded/Multi-Grade classroom (middle grades)
- [ ] All grades
- [ ] Other (please specify)

7. What is the highest degree you have earned.

- [ ] High School Diploma
- [ ] Bachelor's
- [ ] Master's
- [ ] Master's plus additional credits
- [ ] Doctorate
- [ ] Other (please specify)

8. What type of certificate/licensure do you have?

- [ ] Regular or standard certificate
- [ ] Probationary certificate
- [ ] Provisional certificate
- [ ] Temporary certificate
- [ ] Emergency certificate or waiver
- [ ] Other (please specify)

9. Do you have a teaching certificate/licensure in your state in your MAIN teaching assignment field?

Yes ☐ No ☐

10. Are you a Cornerstone coach in your school?

Yes ☐ No ☐

11. Had you heard of the Cornerstone literacy initiative before you began this survey?

Yes ☐ No ☐

12. During this school year, how often do you discuss literacy teaching strategies with other faculty in your school?

Once or twice a week	Once or twice a month	Once or twice a semester	Once or twice a year	Never	Don't know	Not applicable
☐	☐	☐	☐	☐	☐	☐

13. How often does your school schedule a 60-minute (or longer) literacy block?

Daily	Once or twice a week	Once or twice a month	Not scheduled	Don't know
☐	☐	☐	☐	☐

14. Do you implement a literacy block in your classroom?

Yes ☐ No ☐

15. Please indicate how often most students in your class engage in these activities during the literacy block:

	Daily	Once or twice a week	Once or twice a month	Once or twice a semester	Not at all	Don't know	Not applicable
a. Read aloud	☐	☐	☐	☐	☐	☐	☐
b. Have shared writing time	☐	☐	☐	☐	☐	☐	☐

c. Share/teach others							
d. Focus on a deep structure strategy							
e. Focus on a surface structure strategy							
f. Read texts that vary in genre							
g. Read texts that vary in difficulty							

16. Please indicate how often:

	Once or twice a week	Once or twice a month	Once or twice a semester	Once or twice a year	Not at all	Don't know	Not applicable
a. You participate in a literacy study group in your school (book study groups or literacy meetings)							
b. You have observed a Cornerstone coach's classroom							
c. The Cornerstone coach has come to your classroom to do a demonstration lesson							
d. The Cornerstone coach has							

visited your classroom during the literacy block							
e. The principal has visited your classroom during the literacy block							
f. You have met with the Cornerstone "critical friend" to discuss literacy strategies							

17. How useful do you think the literacy study groups are?

Very useful	Somewhat useful	Neutral	Somewhat not useful	Not useful at all	Not applicable

18. To what extent have the Cornerstone coaches helped your literacy teaching this year?

Very much	Quite a bit	Some	A little bit	Not at all	Not applicable

19. Have you participated in the Asset Mapping process in your school?

Yes	No	Don't know

20. How useful do you find the school-wide goals established by the Asset Mapping process?

Very useful	Somewhat useful	Neutral	Somewhat not useful	Not useful at all	Don't know	Not applicable

21. Are the goals established in the Asset Map discussed during faculty meetings or in study groups?

Yes	No	Don't know	Not applicable

22. Have Cornerstone staff (for example, Edna Varner, Ellin Keene, or Lu Lewis) come to your school to discuss classroom environment or literacy teaching strategies?

Yes ☐ No ☐ Don't know ☐

23. How useful did you find their visit/visit(s)?

Very useful ☐ Somewhat useful ☐ Neutral ☐ Somewhat not useful ☐ Not useful at all ☐ Don't know ☐ Not applicable ☐

24. Did your school undergo a Cornerstone School Review this year?

Yes ☐ No ☐ Don't know ☐

25. Were the results of the Cornerstone School Review shared with the faculty of your school?

Yes ☐ No ☐ Don't know ☐ Not applicable ☐

26. How much has your participation in Cornerstone activities during this school year improved:

	Very much	Quite a bit	Some	A little bit	Not at all	Don't know	Not applicable
a. Your literacy teaching practice	☐	☐	☐	☐	☐	☐	☐
b. Your understanding of literacy learning	☐	☐	☐	☐	☐	☐	☐
c. Your classroom's environment	☐	☐	☐	☐	☐	☐	☐
d. Your students' literacy skills	☐	☐	☐	☐	☐	☐	☐

27. How much has your participation in Cornerstone activities made your work as a teacher more or less enjoyable?

Much more ☐ Somewhat more ☐ The same ☐ Somewhat less ☐ Much less ☐ Not applicable ☐

28. How much has your school's involvement in the Cornerstone initiative improved the environment for teachers' literacy practice?

Very much	Quite a bit	Some	A little bit	Not at all	Don't know
○	○	○	○	○	○

29. How much has your school's involvement in the Cornerstone initiative improved the environment for students' literacy learning?

Very much	Quite a bit	Some	A little bit	Not at all	Don't know
○	○	○	○	○	○

30. Is there anything you would like to add about this survey or the Cornerstone initiative?

Next >>

Thank you for participating in our survey.

To receive your gift certificate, please email dana.lockwood@nyu.edu with your name and email address. Please put "Cornerstone Survey" in the subject line. If you want your gift certificate mailed to your home or work, please include your address as well. If you have no email address, please call 212-998-5627 or contact your Cornerstone coach.

Please note, unlike the directions in the original letter sent out to teachers, we are requesting that you email Dana Lockwood rather than fill out another form to receive your gift certificate.

If you have any problems with this survey, please contact Dana Lockwood at dal6@nyu.edu or 212-998-5627.

Thank you!

Submit >>

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